

The Vocational Guidance Quarterly

VOL. 9, NO. 1

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AUTUMN 1960

The Vocational Guidance Quarterly

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Message from the

PRESIDENT

With the momentum and serious purpose born of almost fifty years of activity and service, NVGA is rolling along toward another successful year. All committees, sections, and interest groups are functioning well and some, because of the nature of their activities, deserve special mention.

Membership: Although membership is at an all-time high, 7,148 as of June 30, 1960, the Membership Committee with Margaret Andrews at the helm is working toward a new peak, maybe 8,000 by the end of the year. To stimulate interest in NVGA, the Committee distributed over 6,000 complimentary copies of old numbers of The Vocational Guidance Quarterly to enrollees in the 84 Summer Session Counseling and Guidance Training Institutes. The Committee is conducting its campaign in close co-operation with the Membership Committee of APGA



and through the State Representatives of NVGA.

Publications: A revision of "How to Create Your Career"—now called "How to Express Yourself Vocationally"—authored by Del Byrn, is now available. Twenty thousand copies of this popular monograph were published. Before the year ends, two leaflets, or folders, entitled "Cooperating with Service Clubs—A Guide for Counselors" and "Cooperating with Counselors—A Guide for Service

Clubs" will be issued. It is hoped that a larger pamphlet on "Coordinating Community Resources for

Guidance" will also become ready for publication. Bob Walker is responsible for the development of these promising pieces of guidance literature.

Another possible publication is a monograph on the role of parents in vocational guidance which Marvin Burack is nursing along.

Public Information and Professional Relations: New approaches to public relations are being developed by Julia Alsberg and her associates, all new members of the committee.

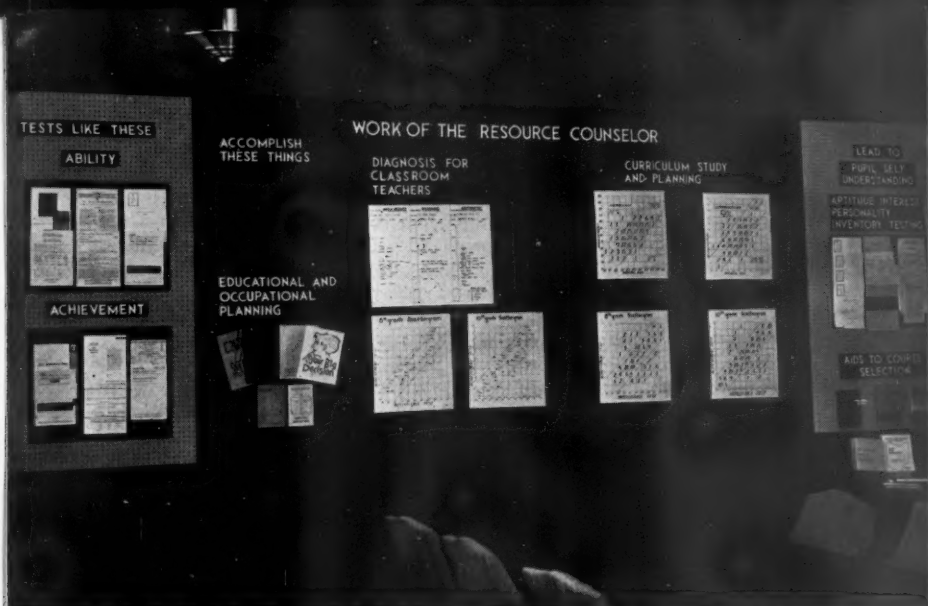
Sections: Recognized sections and formally organized interest groups are being encouraged to carry on appropriate activities and to contribute to the convention program. Three groups have met the established requirements for section status: Gifted, Young Workers, and Vocational Guidance in Group Settings. Two or three other groups should qualify this year and several additional groups are vigorous enough to be important. Helen Wood, with Evelyn Murray as associate, is coordinator of sections and interest groups.

Awards: Two committees with anonymous membership stand ready to process nominations for certificates of merit. Such certificates are awarded to individuals or branches for outstanding leadership or service in the field of vocational guidance. The summer Quarterly invited branches to make nominations. I should like now to invite any interested member of the Association to nominate any individual or branch or both that he considers worthy of special recognition. If a nominator is a member of a branch, he should file his nomination through his branch. Otherwise, he should send it directly to me.

Program 1963: Ideas for the 1963 Golden Anniversary Convention are beginning to crystallize. Chuck Odell, chairman for concepts, has submitted a report which the Trustees have received favorably.

Trustees: The late May, 1960 meeting of the Trustees in Washington, D. C., was a fruitful one

(Continued on page 16)



VISUAL DEMONSTRATION of guidance materials and tests used in interpreting the work being done in educational-vocational guidance in Akron's secondary schools.

Give Your Board

the BIG Picture!

by **ROBERT N. WALKER** and **CARL DIMENGO**

ONE of the most worthwhile things that public school vocational guidance leaders can accomplish to promote program development is to interpret that program to their Board of Education.

Not only must the needs of a growing program be made clear to

the Board, but the good that has already been accomplished must be demonstrated. The gains to be made for pupils whenever new or expanded elements of a program are put into effect must be clearly shown if board support is to continue.

Story to be Told

Important as this job is, it is often a difficult one to accomplish effectively. Board members, typically

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laymen, find the standard jargon of the vocational guidance field abstruse. Guidance professionals have equal difficulty in speaking basic English to boards of education.

Guidance concepts are frequently abstract, hard to demonstrate, describe, or depict. Unlike so many of the matters with which they concern themselves, such as buildings, population figures, tax rates, and salary schedules, the outcomes of guidance programs are not easy for a board to see. Understandably enough, boards are deeply concerned with outcomes, wanting to know what demonstrable improvements result from program increases.

Boards do not accept a growing, expanding program for its own virtue but want to be assured that something worthwhile *happened* as an outcome of their investment in an enlarged program.

This was the basic problem that confronted the guidance leadership of the Akron Public Schools recently when called on to interpret to their Board of Education a major program expansion. How this was accomplished is described below in the hope that it may provide ideas for other vocational guidance personnel facing the same problem.

Added to the Akron guidance program this year was a new position entitled Resource Counselor in Secondary Testing. The reason for this addition was Akron's determination that the tests of the secondary program, expanded through influence of National Defense Education Act provisions, would actually be interpreted and used, not filed and forgotten. The resource counselor, working out of the central office, was expected to concern himself wholly with activities which

assure the maximum use of test results in guidance and instruction. In carrying out this assignment, the resource counselor used many strategies, for example: preparing of local norms, providing staff with many interpretive aids, holding numerous interpretive conferences with counselors, principals, and teachers, and developing kinds of test reports which made results more meaningful and useful. Since this was a new approach to work with tests in Akron, the resource counselor was called on near the end of the school year to report on and interpret the program to the Board of Education in a ten minute talk.

The Display Board

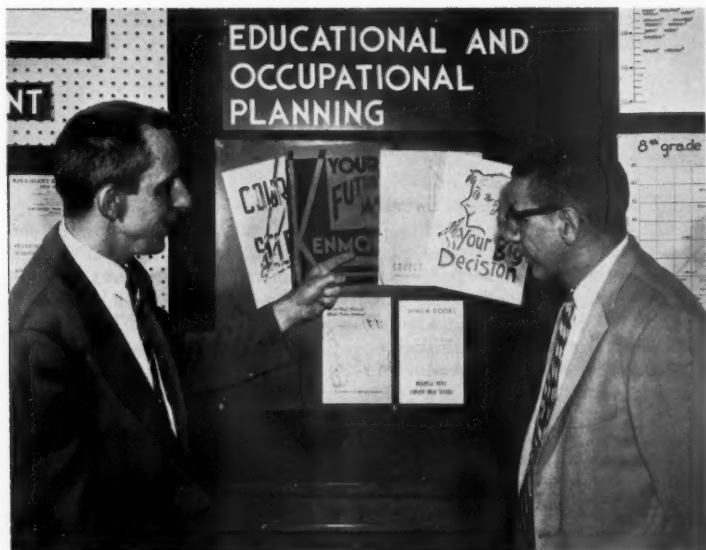
In an effort to make understandable to the laymen of the board some of the rather technical, sometimes abstract concepts involved in the program, two major strategies were used. The first was a large display board used as a visual aid. As will be noted in the pictures, the board provides a dramatic visual demonstration of points which were discussed in the oral presentation. Actual tests are on display as well as materials related to their interpretations and use. Especially effective was the use of enlarged copies of various types of test reports, pictured in the middle of the board. These would have been almost impossible to treat adequately by oral description but became quickly understandable when seen. The layout of the board also helped dramatize the relatedness of testing and test usage to guidance and instruction, another concept difficult to develop verbally.

Not visible in the pictures but an important part of the display was a table on which were exhibited a

wide selection of vocational and educational guidance aids that were closely related to the testing program. Examples of these materials were the *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, a wide variety of occupational literature, college and scholarship guides, self-analysis workbooks, and numerous commercially prepared educational-vocational guidance publications featuring among other things, use of test scores in the decision making process. Also on display were student guidance projects such as career books, again visibly demonstrating how tests are being put into actual use. The reactions of some of the board members to this material indicated they were unaware that such resource materials existed in the schools.

Test Materials Kit

The second strategy was to provide for each Board of Education member a kit of materials used by the resource counselor in his on-the-job operation. Included were examples of many kinds of test reports, interpretation aids, and special testing projects of many kinds. These materials were identified by numbered index tabs to which the counselor referred as he gave his prepared talk. Board members could turn quickly to the item under description. Enlarged materials on the display board were identical to some of the kit materials. Thus the Board member could follow the counselor's presentation at the board by looking at appropriate, parallel materials in his kit.



EXAMINING EXHIBIT for the Akron Board of Education are Robert N. Walker (left), Director of Guidance, and Carl Dimengo, Resource Counselor in Secondary Testing.

In both the kits of materials and the board layout, concrete examples of things that had happened as a result of the counselor's efforts were prominently featured. These were highlighted through use of appropriate anecdotes in the talk which left no doubt that as a result of the year's program, there was distinct improvement at the building level, in test administration, interpretation, and use.

The effectiveness of this approach is indicated by the reaction of the Akron Board to the report. Interest was high, with questions and discussion quickly forthcoming. The nature of the Board's comments indicated they had developed good understandings from the presentation and the questions revealed their desire to know still more about the program. The basic talk was designed to last ten minutes and this goal was accomplished but the resource counselor was held an additional half hour in

the resulting discussion. Board members were also invited to discuss personally with guidance department staff other points of special interest to them.

Two By-Products

Two worthwhile by-products added to the value of this approach. First, board members took with them in their kits a sample of carefully chosen guidance materials which they could study at length, materials they would not be likely to acquire otherwise, especially in the usual type of annual report given to boards of education. This probably aided materially in their understanding of the guidance program. Second, the display was dismantled intact and saved. It can be readily reassembled for use in interpreting guidance to a variety of lay groups such as service clubs, parent-teacher associations, and similar organizations.

New College Financing Manual

THE American School Counselor Association has just issued *Counselor's Manual for How About College Financing*, produced under a grant from The Kiplinger Association.

It is the high school counselor's supplement to *How About College Financing?*, a guidebook for parents of college-bound students. Carl O. Peets, president of ASCA edited the manual; Rexford G. Moon, Jr., Director of College Scholarship Service, New York, was consultant. The staff of *Changing Times* assisted in preparation of the 43-page publication.

Contents include: introduction, what does college cost, how can college costs be met, how can expenses be kept down, counseling economically deprived students, the counselor's role in development of local scholarship programs, and bibliography.

The manual is available from The American Personnel and Guidance Association, 1605 New Hampshire Avenue, N. W., Washington 9, D. C., for \$1 per copy. The 20-page *How About College Financing?* booklet is available from the same source at 30¢ per copy. Quantity rates are available upon request.

"I Laughed and Laughed"

Anachronisms of the SVIB

by LAURENCE LIPSETT

"I LAUGHED and laughed at that interest inventory that asked about that *American Magazine* and street-car conductors," said the high school senior in an interview following the administration of the Strong Vocational Interest Blank and other tests.

Although other clients had mentioned some of the anachronisms of the SVIB, it took this kind of reaction to move the counselor to take another look at the Strong with such questions in mind as these: How many anachronisms are there in the SVIB? Are there enough to affect the validity? Aside from considerations of validity, would these anachronisms interfere with the seriousness of the client's approach to vocational counseling?

These questions were not raised out of any ill will toward the venerable SVIB. The numerous validity studies are widely published and need no review here. The clinical experience of generations of counselors including the author attests to the value of the Strong as a source of suggestions for clients. But perhaps a good thing will not last forever. The revised scale for psychologists illustrates the changing character of a professional group. This paper represents an attempt to examine the changing

impact of the inventory itself.

A review of all SVIB items found five which are no longer in existence and which are likely to be unknown to a high school senior in 1960. These include streetcar motorman, streetcar conductor, and the publications *Judge*, *New Republic*, *American Magazine*, and *System Magazine*. Streetcars may be meaningful to a San Franciscan familiar with cable cars, and there may be some isolated American community which still has streetcars, but this occupation is clearly unfamiliar to most young people today.

A number of other items in the SVIB represent items still in existence but which may have changed in meaning since publication of the inventory in 1938. Examination reveals ten such items including Army Officer, Aviator, Civil Service Employee, Locomotive Engineer, Civics, Geography, Manual Training, Physical Training, Vaudeville, People with gold teeth, and Chauffeur.

Is the 1938 view of an Army Officer the same as the view 20 years later following another world war? Probably not: and a Civil Service Employee whose security was envied in 1938 may be viewed differently in 1960. When the SVIB was developed, the term "aviator" might have connoted Charles Lindbergh or Wiley Post, but to a present-day youth it may

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be more likely to mean a more business-like airline captain. A somewhat comparable change has occurred in the job of Locomotive Engineer, with the change from steam to diesel and the decline of passenger traffic on the railroads. Chauffeurs still exist in small numbers, but the place of this occupation has also changed.

In the terminology of school subjects a similar change has taken place. Civics and Geography have in many instances given way to citizenship education or social studies, and the terms in the SVIB may be of questionable meaning to youth in 1960. Manual Training is now industrial arts, with a different philosophy, and Physical Training has become physical education.

Under the heading "Amusements," there may be a modern substitute for "Smokers," but one wonders if the term has the same meaning for a 17-year-old. How many high school youth have seen Vaudeville? Not many. On the other hand, their most common entertainment is television, which is not listed in the SVIB. One wonders how much that omission may upset the meaning of the section on amusements. It might well be that a revision of the Strong would ask about different types of television programs preferred. It might also include different sports like skiing.

Another change in the culture has decimated the number of "people with gold teeth" and "men who chew tobacco," which are mentioned in the SVIB. It is difficult to give a meaningful reaction if you are unfamiliar with these phenomena. It seems probable also that there has been a change in the impact of the section listing Luther Burbank, Enrico Caruso, Thomas

A. Edison, Henry Ford, Charles Dana Gibson, J. P. Morgan, J. J. Pershing, William H. Taft, Booth Tarkington, and John Wanamaker. To be sure, each of these famous people is identified as a "singer, inventor," etc. However, most of these figures are much less familiar now, and much of the meaning conveyed by the names may be lost. Could some of our youngsters even confuse J. P. Morgan, the financier, with Jaye P. Morgan, pop singer? One hopes not, but it would be quite believable in the high school population of the author's acquaintance.

The 27 anachronistic items mentioned involve 26 of the 400 questions on the Strong blank (six per cent). Determining the precise significance of these items for any given testee is highly complex and, in fact, impossible. We would need to know:

1. How many of these items are in the scales that have some positive significance for the testee;
2. The weight of these items in relation to other items of the scale; and
3. Whether the testee tended to respond to anachronistic items as "indifferent," or whether some knowledge or impression led him to lean unduly toward "like" or "dislike" for these items.

On the whole, it seems probable that the percentage of anachronistic items in the Strong is not high enough to have a serious effect on the validity of most scales for most testees. Perhaps the most significant effect is the impression on the student. What will it do to the guidance relationship and the seriousness with which vocational suggestions are taken if our devices make the testee "laugh and laugh?"

Test Profiles Are for Counselees

by NORMAN C. GYSBERS

THERE is a continuing need in counseling for more understandable test interpretation materials.

At present most available materials reply on numbers and graphs to aid the counselor in conveying test results to the counselee. Percentiles plotted on a profile and fiducial limits in the form of bar graphs seem to be popular.

Frequently however, these arrangements complicate counselor explanations and cloud counselee comprehension. At times numbers assume magical qualities negating verbal explanations. At other times the explanation of the meanings of numbers and graphs becomes too involved, confusing rather than informing the counselee.

There is always the danger that too much valuable interview time may be used in presenting the technical materials in proper perspective—time which could better be spent exploring the counselee's perceptions of the test results.

Understandability Needed

To meet the need for more understandable test interpretation materials, a work sheet for the Differential Aptitude Test battery and the Kuder Vocational Preference Record-Vocational—without numbers or graphs—has been developed. The physical layout of the two worksheets presented could be used

for almost any type of test.

At the top of the worksheet the counselee is given an indication of what the test does and with whom he is compared. The left side of the worksheet gives a non-technical description of the trait measured. In addition, representative occupations related to the trait are included in the description.

On the right side is provided a continuum on which to indicate the test results. The continuum is sectioned to aid in plotting and explaining the scores. The first section, from left to right, includes all scores below the 25th percentile. The second section includes scores between the 25th to the 75th percentile while the third section includes all scores above the 75th percentile.

To record the results, a small circle or bar is placed on the continuum corresponding to the counselee's percentile score obtained from the publisher's norms. This conveys the idea of relative performance and yet avoids the notion of a definite inviolate point score which counselees seem to expect.

Varied Applications

No one particular approach is advocated in using the worksheets. Any method grounded in the concept of maximum counselee participation would be appropriate. Maximum participation in this case includes working with the counselee's perceptions of the test results and relating of the traits measured to his unique experiences.

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James Smith

INTEREST INVENTORY

Your Preference for Activities Compared With Boys Your Age

DESCRIPTION OF SCALES

RESULTS

Liked Least	Liked Somewhat	Liked Most
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Outdoors:

Liking for out-of-doors activities. Jobs related to these preferences include conservation, teaching (physical education), farming, forestry, and recreational work.



Mechanical:

Liking for mechanical activities. Jobs related to these preferences include repairing, engineering, teaching and carpentry.



Computational:

Liking for activities related to the use of numbers. Jobs related to these preferences include accounting, bookkeeping, banking, engineering, and statistical work.



Scientific:

Liking for problem solving and discovering of new facts. Jobs related to these preferences include medicine, chemistry, nursing, engineering, and dental hygiene work.



Persuasive:

Liking to deal with people to promote projects or sell things. Jobs related to these preferences include selling, clerking, radio announcing, advertising, reporting, and political work.



Artistic:

Liking for creating artistic work with your hands. Jobs related to these preferences include painting, sculpturing, designing, and hairdressing.



Literary:

Liking for writing and reading. Jobs related to these preferences include creative writing, reporting, editing, teaching, and acting.



Musical:

Liking for music as a performer or listener. Jobs related to these preferences include composing, teaching, performing, and acting.



Social Service:

Liking to help people. Jobs related to these preferences include social work, personnel, counseling, ministry, nursing, and practical nursing.



Clerical:

Liking for activities which require precision and accuracy. Jobs related to these preferences include bookkeeping, accounting, clerking, machine operating, and secretarial work.



Kuder Preference Record - Vocational

This is not accomplished by the perfunctory "Now read this description . . . How do you feel about it?" approach. Nor is it accom-

plished by forcing the counselee to make a quick appraisal on his own of technical material he is encountering for the first time.

James Smith

APTITUDE TESTS

Your Ability As Compared With Boys Grade 11.

DESCRIPTION OF SCALES

RESULTS

Less Than Average Ability	Average Ability	More Than Average Ability
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VR - Verbal Reasoning:

Ability to reason with words both written and oral. Related to scholarship. Used in such courses as English, social studies, and science -- also in occupations that require communication with words or in jobs requiring more than ordinary level of responsibility.



NA - Numerical Ability:

Ability to reason with numbers. Used in such courses as physics, mathematics, and chemistry -- also in the work of engineers, bookkeepers, shipping clerks, carpenters and toolmakers.



VR + NA - Numerical Plus Verbal Ability:

Ability to learn from books. Related to scholarship. Important in school type subjects, especially those of an academic nature -- also in jobs requiring more than ordinary level of responsibility.



AR - Abstract Reasoning

Ability to reason without the use of words or numbers. Used in such courses as shop, drafting and laboratory work -- also in jobs where the worker must see relationship among things rather than among words or numbers.



SR - Space Relations:

Ability to visualize a constructed object from a picture or a pattern. Used in courses as drafting and shop -- also in such work as dress designing, architecture and sheet metal work.



MR - Mechanical Reasoning:

Ability to understand mechanical principles. Used in such courses as the physical sciences and shop -- also in such jobs as maintenance, carpentry, and mechanical work.



CSA - Clerical Speed and Accuracy:

Ability to see readily and accurately simple letter combinations. Heavy premium on speed -- in many ways measuring willingness to sacrifice accuracy for speed. Useful in filing, coding and other office work.



SP - Spelling:

Achievement-related to language development. Important in professional and administrative positions -- also in stenography, business correspondence, journalism, proofreading and advertising.



SE - Sentences:

Achievement-related to language development and scholastic aptitude. Important in professional and administrative positions -- also in stenography, business correspondence, journalism, and advertising.



Differential Aptitude Test

Meaningful counselee participation may be achieved by first describing the trait measured by the test and then discussing it in the light of experiences relevant to him.

Then appropriate educational and occupational information can be introduced and related to the test results and the whole context of the counselee's experiences. Such leads

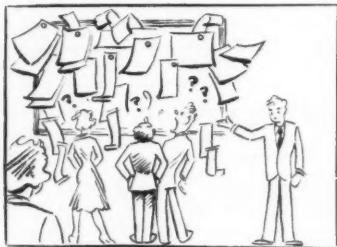
as, "How does this fit in with what you have done?" or "How do you see yourself fitting into this particular occupation?" may aid the

counselor in this respect.

Anything that is worth doing is worth doing well. *Well* means accurately, thoroughly, and simply.

The FACE of the Guidance Program

by LOU UTTER



WE CANNOT ESCAPE the responsibility for good guidance bulletin boards and displays. They are "the face of the guidance program."

The guidance counselor should use a variety of methods and techniques in providing pupils, parents, and teachers with a wide array of guidance services. He can keep

them informed of some of these services through the bulletin board.

Guidance displays and bulletin boards are one sign of a properly functioning guidance program. They may be helpful to pupils and others in learning about educational and occupational opportunities, requirements, trends, obligations, and helpful agencies.

Practices Vary Widely

A variety of bulletin boards and display equipment are used by alert guidance counselors: cork

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bulletin boards, fiber materials, peg boards, wall pin-ups, tables, newspaper racks, pipe cleaners, and light flashers. Bulletin boards and displays are located in corridors, guidance offices, classrooms, and libraries.

Materials displayed vary from short articles, magazine pictures, photographs, charts, graphs, career brochures, and newspaper clippings to book cover jackets and job notices. The content of displays vary from broad phases of guidance to specific notices. Educational, vocational, and placement topics seem to be the subjects chiefly depicted.

Guidance materials are arranged according to the liking of the arranger. The "when, where, why, and what" aspects of the display depend upon the judgment exercised by the counselors, bulletin board committee members, secretaries, and pupils.

Many of these people are motivated and interested and do a good job displaying materials. Some of them are hesitant to take steps, perhaps they don't know how to proceed. They can all profit by making some plans.

Many Elements Involved

The final word of authority on school matters, including bulletin board displays, belongs to the top administrator of the school system. The general responsibility for carrying out policies on guidance is centered with the guidance counselor. The guidance counselor, therefore, should formulate a plan for carrying out his function in relation to displays, execute it, follow it up, and evaluate the results.

The location of bulletin boards and displays should be related to the accessibility and convenience of

pupils, parents, and teachers. Displays should be located strategically where people are likely to stop, look, and read. They should be centered near eye level. A display should be timely, alive, interesting, attractive, and carry a message to the pupil, parent, and teacher about guidance. All types of approved and acceptable guidance materials should be used.

Effective displays should have a central appeal or theme. The appeal is the dominant and important factor in arranging a display. It should be based on who it is supposed to reach and what message it is supposed to convey. Generally, it should be directed toward the present or future need of the viewer. The main subject should be comprehended at a glance.

Planning is Necessary

The counselor's duty in relation to displaying guidance materials is similar to his other work of promoting, developing, and maintaining a professionally sound program of services.

It is necessary to have a long range plan for carrying out the function of guidance displays, covering perhaps a one or two year period of time.

The materials on the bulletin boards must be kept up to date. They must be changed at least once each week. A month should be the absolute maximum for keeping specific materials on a bulletin board.

Variety is another asset to displays—variety in subject and variety in size, shape, texture, color, and general presentation. An artistic flair is helpful—but effort and resourcefulness will get the job done. Charts and graphs have a story to tell and were meant for display

purposes. Cartoons, all kinds and sizes of pictures, quiz tests, novelties, and appropriate short statements for pondering are welcome if carefully chosen and in good taste.

There are many sources of material for bulletin boards. Magazines are "gold mines" for pictures and articles on occupations; and eye-appeal is one of their constant attributes.

The material may have a seasonal theme, a "then and now" format, or feature announcements of new discoveries and opportunities for the viewers. Material of human interest value springs from many sources and pays off in viewer attention.

A Year's Program

A suggested plan for a guidance bulletin board for a one year sequence would include the following range and schedule of topics.

SEPTEMBER

1. Information for new pupils, transfers, and school leavers.
2. Information for new teachers.
3. Information for parents.
4. Interpretation of the guidance service.
5. Guidance counselor's calendar for September-June.
6. Guidance counselor's agenda for September.
7. Information about the June graduates—where are they.
8. Information for Seniors.
9. Post high school opportunities.
10. In-school program and opportunities.
11. Information for out-of-school youth.
12. Group guidance information.

OCTOBER

1. Continuation of information for pupils, parents, and teachers.
2. Guidance counselor's calendar for October-June.
3. Guidance service for October.

4. The "Then and Now" of guidance.

5. Information for juniors and seniors.

6. Information for pupils and parents in relation to pupils' strengths and weaknesses, career goals, requirements, and obligations.

7. Counseling service for pupils.

8. Value of available referral services.

9. New guidance materials.

10. Report on guidance research studies—graphically depicted.

11. Social-personal information.

NOVEMBER

1. Continuation of information for new entrants, transfers, and school leavers.
2. Guidance counselor's calendar for November-June.
3. Guidance activities for November.
4. Post high school information for pupils and parents.
5. New guidance materials.
6. Information about pupil progress and development.
7. The pupil as an individual.
8. Test performance and test achievement.
9. Analysis of test results.
10. Information about interests, aptitudes, abilities, talents, and potentialities.
11. The continuity of the guidance service.
12. Use and value of the contents of cumulative records.

DECEMBER

1. Guidance counselor's calendar for December-June.
2. Guidance activities for December.
3. Information for new pupils, school leavers, and transfers.
4. Counseling as a service.
5. Guidance educational service.
6. Guidance vocational service.
7. Guidance social-personal service.
8. New guidance materials.
9. Guidance information for pupils, parents, and teachers.

10. Self-understanding and self-direction.

11. Value of referral services.

12. Information about questionnaires.

13. College and employment information.

JANUARY

1. Continuation of information for new entrants, transfers, and school leavers.

2. Guidance counselor's calendar for January-June.

3. Specific guidance activities for January.

4. Information about Junior High School, High School, and Post High School.

5. Information about employment.

6. Planning ahead.

7. New educational, vocational, social-personal guidance materials.

8. Guidance and the curriculum.

9. Former graduates.

10. "Old and New" in guidance.

11. Pupil performance.

12. Graduation plans.

FEBRUARY

1. Guidance counselor's calendar for February-June.

2. Key guidance activities for February.

3. Educational and vocational planning.

4. Emphasis in planning in line with potential, goals, opportunities, and requirements.

5. Understanding and skills in group living.

6. Partnership between home and school.

7. Parent encouragement.

8. Out-of-school agency assistance.

9. New guidance materials.

10. Individual's place in adjustment.

11. Emphasis for juniors.

12. Emphasis for 7-12 graders.

13. College and work for juniors.

14. Group guidance values.

MARCH

1. Guidance counselor's calendar for March-June.

2. Special guidance events for March.

3. Parent Nights, College Days, vocational and educational field trips.

4. Job opportunities.

5. Scholarship opportunities.

6. Information for parents about pupils' potentialities.

7. School program and guidance as a process.

8. New guidance materials.

9. The individual.

10. Counseling as the heart of the guidance service.

11. Guidance service provided to pupils, parents, and teachers.

12. Teacher activities in guidance.

13. College acceptance.

APRIL

1. Guidance counselor's calendar for April-June.

2. April guidance activities.

3. Orientation.

4. Information for new entrants, transfers, and school leavers.

5. Information about the school plant, school program, and services.

6. Information about pupil's relationships in group situations.

7. Discovery of interests, abilities, and talents.

8. Pupil adjustment.

9. Career requirements.

10. Pupil progress.

11. New situations.

12. Educational and vocational planning.

MAY

1. Guidance counselor's calendar for May-June.

2. Information for new entrants, school transfers, school leavers, and graduates.

3. Assistance to parents.

4. College and employment requirements, obligations, and opportunities.

5. New guidance materials.

6. Guidance service for pupils, parents, and teachers.

7. Analysis of test results.

8. Knowing pupils.

9. Value of referral services.

10. Assessment of pupil achievement, performance, and identification.

11. Looking ahead to the future.
12. Value of questionnaires.
13. Orientation.

JUNE

1. Guidance counselor's calendar for June, July-August.
2. Information for new entrants, transfers, school leavers, graduates, and out-of-school youth.
3. Return of former students.
4. Follow-up of pupils.
5. The guidance report.
6. The success story.
7. The best foot forward.
8. Employment opportunities.
9. Guidance open-door policy.
10. Summer school information.
11. Emergency and last minute information.
12. Information about guidance service during the summer.

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4. Stoops and Wahlquist, *Principles and Practices*, McGraw-Hill Book Co., New York.

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(Continued from page 2)

which ended with the scheduling of a meeting in Chicago, Illinois, for December 11 and 12, 1960. This will be the first mid-year meeting in some time and it is being planned as a policy deliberation session. Members of the Association may help to make this meeting a success by contributing suggestions and recommendations, either as the product of seminars on Whither NVGA?, as proposed in the last Quarterly, or as the result of individual thought. Contributions should be sent to me or to any other Trustee.

Hopefully,

Win Scott

C. Winfield Scott

The Shaping of Interests

by HERMAN J. PETERS and RALPH E. VAN ATTA

A CURRENT dilemma for guidance workers at the junior high school level centers about the question of whether vocational interests of the early adolescent are so transitory as to have little significance for long range education and vocational planning.

Stability Questioned

The guidance workers' dilemma has been precipitated by studies [1, 2, 3] which indicate that there is little stability in vocational interests during the adolescent period, and demands for objective data on which to base educational-vocational planning for the early adolescent.

This article reports on the testing of exploratory hypotheses concerning the stability of the total vocational interests profile during the adolescent period. It may be that the pattern of vocational interests is a more stable base for educational-vocational planning than any one or two vocational interests scales in isolation.

Bordin's theory of vocational interests as dynamic phenomena and the research which supports his theory [4, 5] suggest that vocational interests are partly expressions of the self-concept. If the self is projected into a vocational interests inventory, it should be expected that vocational interests will not fluctuate in an erratic fashion.

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Rather, vocational interests should be expected to take shape early in life and evolve in a regular trend like the self concept which vocational interests reflect.

If the reasoning given above is correct, then the prediction would follow that the vocational interests profiles, the pattern of likes and dislikes, of the early adolescent should bear a resemblance to his vocational interests profile as measured late in adolescence. As the self concept becomes clarified during the adolescent period, the pattern of likes and dislikes should also become clarified; hence, the vocational interests profile should develop more pronounced peaks and valleys during the adolescent period.

Hypotheses Formulated

The following are the hypotheses which were materialized out of the above logic and subjected to empirical tests:

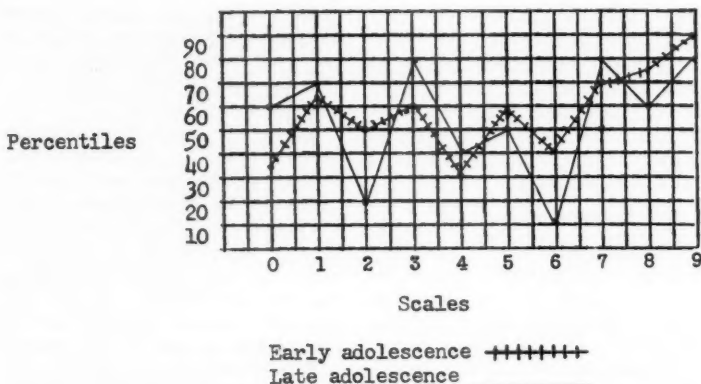
1. The vocational interests profiles of late adolescents should show a significant relationship to their vocational interests profiles during early adolescence when profile comparison is based on profile shape, or the ordering of peaks and valleys within the profile.

2. Interests scores should tend to egress from the mean during the adolescent period.

These two hypotheses are materialized in graphic form in Figure 1.

A comparative analysis of the eighth and eleventh grade interests profiles [6] of forty-eight male adolescents was made to determine

Figure 1
A Comparison of Composite Early and Late
Adolescent Interests Profiles for
Typical Adolescents



whether or not the conditions attendant to the two hypotheses were present. To test the first hypothesis, the DuMas Coefficient [7] was computed for each of the forty eight pairs of profiles. The DuMas coefficient assesses the shape of pairs of profiles with respect to the ordering of peaks and valleys but not with reference to the relative elevation of the scales involved [8]. The results obtained from analysis using the DuMas coefficient are shown in TABLE 1.

As shown in Table 1, 85 per cent of the pupils had eighth and eleventh grade vocational interests profiles which showed a low to a very high similarity when superimposed and assessed using the DuMas coefficient. Using the chi square test for the significance of the difference between the observed frequencies

and an expected chance distribution, the first hypothesis was supported at the .001 level.

Having ascertained that the profiles of many pupils were similar on the two occasions, attention was focused on the testing of the second hypothesis. The frequencies of interests scores above the seventy fifth percentile were tallied as were the frequencies of interests scores below the twenty fifth percentile for each administration of the *Kuder Preference Record-Vocational*. These two percentiles were selected since scores which correspond to these percentiles are above chance at the .05 level according to Kuder [9]. If significantly greater number of the above described percentiles occurred at the eleventh grade than at the eighth grade, the hypothesis concerning clarification

TABLE 1
Classification of Profile Comparisons
Using the Dumas Coefficient of
Profile Relatedness

Range	Interpretation	Number	Per cent
+ .75 to +1.00	Very high similarity	9	18
+ .50 to + .74	High similarity	13	27
+ .25 to + .49	Moderate similarity	12	25
0 to + .24	Low similarity	7	15
Negative values	Very low similarity	<u>7</u>	<u>15</u>
Total		48	100

of interests would be supported. achieved by the group at the eighth
As shown in Table 2, there was as contrasted to the eleventh grade
a marked difference in the mean level. The difference in the two
number of significant scores means was of such magnitude that

TABLE 2
Comparative Frequency of Statistically Significant
Interest Scores Between Grades Eight and Eleven

Grade	Significant Interests			
	Number		Mean	
	High	Low	High	Low
Eighth	117	86	2.44	1.79
Eleventh	177	130	3.69	2.71
Standard error of Difference			.31	.20
z ratio			4.02	4.48

the null hypothesis was rejected above the .01 level of confidence.

Stability Demonstrated

The findings which were reported in this paper clearly demonstrate that vocational interests patterns are rather stable during the adolescent period. As the individual progresses through adolescence, his vocational interests tend to become clarified.

Since the configuration of vocational interests appears to be rather stable, there seems to be a distinct possibility that it may be a more acceptable practice to use the total profile rather than its separate scales if long range education and vocational plans must be formulated for the early adolescent.

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Work Preparation Programs Studied

THE Young Worker Section of the NVGA has requested the Bureau of Labor Standards to make a survey of community projects, including school programs, to help prepare the below average and slow learning groups for better transition from school to work. The report will include descriptions of special projects in Detroit; Rochester, New York; Des Moines, Iowa; Baltimore, Maryland; Altoona, Lewistown, and Hickory Township, Pennsylvania.

The objective of the survey is to spread the word of community plans which include a flexible school program for the prevention of the school dropouts, and develop skills which better prepare young people for work in the unskilled, semi-skilled, and service occupation, terminating in a planned placement service and follow-up.

Evelyn Murray, section chairman, asks those who know of such programs to send the name of the person to whom the questionnaire should be sent to Miriam Fuhrman, Bureau of Standards, United States Department of Labor, Washington 25, D. C.

Assessments of *Counselees Writing Skills* by Tests and Essays

by ROBERT K. BOURNE and JOHN W. M. ROTHNEY

ONE OF THE MOST VEXING PROBLEMS of counselors is the determination of the extent to which his counselees are prepared to undertake the requirements in English composition that they must meet in their next level of school or post-high school education.

The Problem

Assessment of counselee's written work is such a time-consuming task that the counselor is tempted to try the shortcut of administering a standardized test of English usage. The study described below was made to determine the extent to which scores on a widely-used test of English usage would predict the writing performances of ninth grade high school students.

During the school year of 1958-59 Parts I and II of the Language Usage test of the Differential Aptitude Test were administered to all the ninth grade students who were sent by their schools to the Research and Guidance Laboratory of the University of Wisconsin for testing and counsel. The authors of this test state in the manual [1] that the items, "represent basic skills which are necessary to many vocational pursuits," and that, "prediction is our reason for measurement." Since most of the superior

ninth grade students whose average score on the School and College Ability Test was at the 98th percentile have achieved beyond the 95th percentile on both sections of the Language Usage test it would seem reasonable to infer that they had a good grasp of English fundamentals. It was the purpose of this study to examine the hypotheses that superior students' recognition of errors in grammar, spelling, punctuation, and capitalization were not indicative of competence in written skills and that they could write with greater accuracy than might be predicted from detailed analyses of the errors they recognized in a Language Usage test. In addition to examination of the hypotheses the study was designed to discover the nature of the differences and similarities between recognition and actual application of rules of composition.

The Method

Sixty high school freshmen, 30 boys and 30 girls, were chosen alphabetically from 125 superior students who came to the Laboratory during the period between September, 1958 and May, 1959. The students were representative of schools varying in size from 100 to 2,500 students from all sections of Wisconsin. Data were obtained from both the Language Usage Test (Form A) and an essay, entitled "The Dominant Forces That

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Have Directed My Life," which was written by all freshman students at the Laboratory.

In categorizing the superior students' recognition of language usage errors, the 95 errors which are present in the sentence section of the test were placed into the seven classifications which appear in Table I. The bases of the classifications were drawn principally from the grammar classics of Curme [2], Jespersen [3], Wariner [4], and ten of the basic grammar and composition texts which are used in the eighth and ninth grades in Wisconsin high schools. The "spelling" section of the Language Usage Test was simply analyzed according to the correct and incorrect answers given by the students.

The classification used in the analysis of the test results was also employed in an examination of the essays written by the same 60 students, so that comparative data could be obtained. Since there is a recognized subjectivity in marking essays, just as there is in the construction of standardized tests,

the essays were read by the investigator three times each in random order, with a period of five days elapsing between each reading. Fifteen of the essays were also selected randomly and read by a Wisconsin high school teacher experienced in teaching superior ninth grade students. The errors and comments recorded by each reader independently corresponded favorably. Comparative figures were compiled from the data obtained from both the standardized test results and the essays under the classifications indicated in Table II.

The Findings

Computations from the figures in Table I indicate that the freshman superior students in this study recognized 63 per cent of the language usage errors on the standardized test. This percentage compares favorably with the percentage achieved by students who score near the 99th percentile in the ninth grade in the Language Usage Test.

TABLE I
Analysis of Spelling and Sentence Faults Recognized by Sixty Superior Students in the Language Usage Test of the Differential Aptitude Test Battery

<i>Types of error</i>	<i>Maximum number of incorrect items per type of error</i>	<i>Average number of incorrect items recognized by boys</i>	<i>Average number of incorrect items recognized by girls</i>	<i>Average number of incorrect items recognized by boys and girls combined</i>
Spelling	100.0	84.5	88.6	86.6
Verb usage	18.0	12.4	12.3	12.4
Agreement faults	14.0	6.0	7.2	6.6
Pronoun usage	18.0	11.5	12.1	11.8
Adjective adverb usage	16.0	9.8	10.9	10.8
Capitalization and punctuation	9.0	5.1	5.9	5.5
Violations of acceptable English	17.0	8.2	8.4	8.3
TOTALS		53.0	56.8	63.4

The superior students found greatest difficulty in recognizing errors concerned with "agreement faults" and "violations of acceptable English." In both areas just less than half of the items were correctly recognized.

The nature of the essay data understandably prevented the establishment of a ceiling of error for each of the classifications. Examination of the comparative figures in Table 2 seem to indicate, however, that superior students wrote with less incidence of error than could have been predicted by the difficulty they had experienced in the identification of language usage errors. The most important figures cited in Table 2 relate to "pronoun usage" and "violation faults." There was a marked difference between the types of items used by the test authors in these areas and the actual written errors of these

types found in the essays. The superior students did not seem so bothered with the test authors' emphasis on the correct form of pronouns as they were with the accurate reference in their usage. It is interesting that the ten superior students who achieved the best scores on the standardized test items concerned with "violation faults" made more mistakes in this same area than the entire group from which they were drawn. Conversely, the ten superior students who erred most often in the recognition of "violation faults" wrote with less difficulty in this area than the entire group. The essays also showed that although the superior students made fewer *types* of error under each classification, their errors were repeated frequently.

Some aspects of the compositions did not permit statistical compari-

TABLE 2
Comparison of Superior Students' Proficiency in Recognizing Errors of Language Usage with their Average Error of Written Usage

<i>Types of error</i>	<i>No. of possible errors</i>	<i>Thirty boys</i>	<i>Thirty girls</i>	<i>Top ten students*</i>	<i>Bottom ten students*</i>	<i>All students</i>
Verb usage						
Error of recognition (test)	18	5.5	5.5	3.6	7.5	5.5
Error of usage (essay)		0.9	0.4	0.2	0.9	0.7
Agreement faults						
Error of recognition (test)	14	7.9	6.9	4.7	9.8	7.4
Error of usage (essay)		0.5	0.8	0.4	0.9	0.7
Pronoun usage						
Error of recognition (test)	18	6.3	5.9	2.3	11.1	5.1
Error of usage (essay)		1.8	2.1	1.7	2.6	1.9
Adjective-adverb usage						
Error of recognition (test)	16	6.1	5.1	1.4	9.3	5.6
Error of usage (essay)		0.7	0.6	0.5	0.8	0.7
"Violation" faults						
Error of recognition (test)	17	8.8	8.7	4.7	11.4	8.7
Error of usage (essay)		4.5	5.1	6.0	4.3	4.8

* The terms "top ten" and "bottom ten" are based upon the ten highest and the ten lowest test scores made by students participating in this study.

sons, yet they revealed enlightening facts about the writing problems of superior students. They found difficulty in organizing their work. The essays generally featured unsatisfactory paragraph planning. Sentences were often unrelated to the central theme, and showed a lack of unity, coherence, and clarity. The chief sentence faults were incomplete and rambling structures. Reading of the essays was further hampered by unsatisfactory punctuation, unnecessary repetition of ideas, and limited vocabulary. It should be noted, nevertheless, that the above negative comments refer more to inadequacies in meaningful expression than in technical grammatical skills since 15 of the students wrote technically adequate compositions which were uninteresting in content. An overall appraisal of the entire population revealed a greater technical than expressive proficiency, although both needed improvement.

Conclusions

From the data presented, it would seem that the original hypotheses have been partially substantiated. Evidence of language usage stems from *performance with words* and *not from recognition of items of error*. The test data derived from the D.A.T. Language

Usage Test did not provide meaningful scores that were predictive of superior students' performances in written composition. Data obtained from the essays gave more meaningful information concerning the actual performance level of the superior students than the standardized test results.

While the superior students committed fewer technical errors in their essays than one would have predicted from test results they met considerable difficulty in writing clearly. The superior students did not appear to have grasped the essential nature of sentence structure, paragraph and essay organization, and punctuation usage, although they were well versed in the rules of usage.

Counselors who want evidence about the effectiveness of their counselees' basic composition skills must read what they write. A standardized test is not likely to provide the evidence they need.

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Earned Degrees During 1958-59

A June, 1960, U. S. Office of Education circular (OE-54010) entitled **Advance Report: Survey of Earned Degrees Granted During Year 1958-59** was released this summer. It covers institutional data by field in the nation's institutions of higher education. A subsequent complete report will include analytic and historical material as well.

Real Vocational Help *from Academic Advisors*

by LOUIS W. LEWELLYN and HARRY A. GRACE

VOCATIONAL ADVISING should be conducted by persons who are themselves members of the vocation. Can this postulate be accepted by personnel workers?

Logically, persons who are themselves successful members of the vocation should have sound advice to offer young people—yet they oftentimes find it difficult to do the job.

Members of student personnel services in several colleges have accepted the postulate and seriously have directed their attention toward the encouragement of sound advisement by men and women who are themselves experts in their own vocations. In order to accomplish this service it has been necessary to reconsider the whole advisement process and to communicate to faculty members a method for the vocational advisement of students.

The method stresses (1) development of the definition of advisement as a consequential conversation between the advisor and the student, (2) establishment of a common language between the advisor and the student, and (3) adoption by the student of a self-reliant method for solving problems of vocational choice.

Preliminary to vocational advising by a member of the faculty in

the department of the student's major interest, the student personnel service gathers information from and about the student. This information is assembled from tests both past and current. Sometimes the student is retested in order to provide more accurate information. Information is also gathered from the student's academic record. The information is then entered on an inventory. A copy of this inventory is maintained in the student personnel service and the original is forwarded to the student's advisor. Having performed these preparations, the student personnel service awaits the results of interviews between the students and their vocational advisors in the respective departments.

The Six Steps

Step 1. The vocational advisor, using the student's inventory as a guide, reports and explains to the student (a) how he has scored on his tests and their relationship to his performance, (b) how he relates to objects and physical processes, as indicated by his attitudes, (c) how he relates to other people and (d) what relations he values between other people and the objective world. The advisor explains to the student the meaning of his interest or lack of interest in shaping the world about him or being shaped by it. For some vocations, it is important to value these relationships highly. The advisor then indicates the student's willingness to lead other people and to be led in

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turn by them. Finally, he explains to the student the importance of his interest or lack of interest in formal communication, such as reading and writing reports and using logic and mathematics in the solution of problems. Some vocations place greater emphasis upon formal communication than do others.

Step 2. The student is encouraged by his advisor to discuss, to explore and particularly to understand his values. It is important to consult with advisors on this step in the procedure. A man successful in his own career, having become a teacher of his specialty is often at a loss when it comes to understanding the need for youth to ask questions about a particular vocation. It has been found that some specialists find it difficult to tolerate indecision on the part of young men and women exploring a vocation. The need is emphasized for the student to discuss with his advisor the values determined from information gathered from tests and records of his previous performance. At this point, the advising procedure becomes a conversation—not a lecture.

Step 3. The student is encouraged by his advisor to briefly trace the history of his attitudes and to identify the people in his life who have influenced him to develop and maintain each value. By this stage in the process, the advisor has become interested in this student as a person as well as a prospective member of his vocation. The student, too, having explored and understood his values is ready to locate their beginnings. When and how did this attitude originate? Who was instrumental in bringing it about? The student asks himself. This step focuses the student's attention on the fact that some of

his values are as old as the student himself, while others are in the process of development or decay. This step can be likened to the young person becoming aware of the values adopted by his parents on his behalf at baptism. This step is stressed because the better the student can locate his values in the past, the better he can project these values into the future which of course is the essential reason for his seeking vocational advice.

Step 4. At this stage the student confirms or rejects each of the values represented on the inventory. As the previous stage was one of understanding the attitudes his parents adopted for him, so at this stage he confirms his parents' values as *his* values. The student must be allowed to reject some of the values his parents have held for him. The critical point has now been reached at which the student must decide, upon those values which represent him today.

Step 5. The student now considers the degree of *tension* under which his attitudes place him. One of the most revealing aspects of this inventory, one about which advisors have been most enthusiastic, is the consideration that a student may be overeager, not eager enough, or in conflict about his vocational future. It becomes apparent to an advisor that some students perform admirably under rather low tension and other students perform well under high tension. It is important to achieve his vocational objectives. It is not uncommon to find a student who will change his vocational goals because the level of tension required to succeed in the vocation is different from that which he can tolerate as an individual. This step reminds advisor and student that

a vocational direction is one aspect of career planning; the second aspect of which is the degree of tension necessary for the attainment of that objective. An arrow not only points a direction but moves at some rate of force.

Step 6. Having understood and confirmed his values, with respect for the tension they cause, the student projects his values into the future, planning for the continuance of some and the change of others and locating his vocational objective as part of his total future. Included in the future are his career, the education he needs on the way to his career, and the private life he may expect as he receives his training and achieves his objectives. Advisors and students have commented that this step allows for a range of specific jobs to be considered, whereas other attempts at vocational advising often proceed from the job backward to the student. This approach can be explained as the difference in perspective between a pass receiver and a passer. From the receiver's viewpoint, the ball either comes toward him or it does not: it is a "yes-or-no" proposition. From the passer's viewpoint, he may throw the ball in the direction of any number of receivers—some of whom, of course, are members of the opposition. From the student's viewpoint, reasoning backward from job specifications is a "yes-or-no" proposition; whereas reasoning forward from his values, confirmed and projected into the future, provides for opportunities within a whole range of qualifications. This

approach to vocational advising can be described as forward-looking, offensive, or positive.

Some Applications

A few final words might be said about the application of these steps to different vocations. This method is most appropriate in those vocations in which consequences are clearest, in which success and failure are matters of immediate feedback to the individual.

Secondly, to the degree that students enter vocations, not as a matter of their own volition but as extensions of their parents' attitudes, this method causes difficulty, (particularly by Step 3). It becomes apparent to the advisor that the student is *not* in a position of vocational choice but rather carrying through parental wishes over which he has little or no control.

Third, the location of vocational advisement among the teaching faculty, who are themselves experts in their vocations, enhances the success of the process and in no way destroys the initiative of the student personnel services. Members of the student personnel division have much to do in the preparation and improvement of information gathering and recording. They have many consultations with advisors. As students apply for further counseling, counselors can build upon the advisor's conversation and so provide faster and deeper help for their counselees. Most important, students and advisors enjoy these consequential conversations.

• • •

**Did you hear of the guy who gave up his job because of illness?
He got sick of it.**

The Agency

by HERBERT STROUP

THE LITERATURE on vocational guidance regularly defines it as a professional function which rests basically upon a relationship between two individuals: the counselor and the person guided. In only a few instances is there a highly developed conception of the necessary role of the AGENCY in connection with the vocational guidance process. Yet vocational guidance is no more an exclusively interpersonal process limited to the relationships between two people than is education. Both activities take place commonly under agency auspices. Furthermore, they cannot be understood without a detailed appreciation of the nature and involvement of the agency.

Clearly, a person in need of vocational guidance does not, in most instances, come to a vocational guidance worker who is a unique and socially isolated individual. Rather, he comes to an agency which offers him the services of a counselor. The ability of the counselor to be of help to the person is in no small part a result of the fact that he is employed by an agency.

The agency itself provides both possibilities and limitations which are controlling over the activities of the counselor. The counselor cannot consider himself merely as a professional person faced with an individual who seeks his skills. He is a professional person who works within the boundaries placed

upon him by the agency. In fact, it can be argued that the primary relationship exists between the agency and the person in need. The counselor is a mediator who personalizes and transmits the services made available to the individual by the agency.

It is well, moreover, for the individual counselor to appreciate fully the fact that inter-agency relations exist which in part enable him to make services available to his clients, which otherwise might not be possible. Agencies maintain relationships with each other on the basis of policies and practices which have been devised and are maintained without reference to particular agency staff members. Thus, the agency transcends the individual vocational counselor, and exists as a primary datum of all vocational guidance experience.

Nature of An Agency

An agency is characterized by a number of features. Some may be listed and commented upon briefly:

1. Incorporation

The fact that an agency is incorporated under governmental requirements is an indication that it has been granted social responsibility by the community at large. Moreover, through an act of incorporation, the agency is enjoined to act in a particular way. Every agency is organized to perform a particular function.

While the content of the function may be modified from time to time

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as new knowledge is secured or needs of people change, yet there is a marked requirement for the incorporated agency to declare its purposes in relatively restricted terms. The "charter" both releases the energies of the agency staff to specific goals; it also places specific limitations upon the scope of the agency's activities.

2. Administrative Responsibility

The nature of an agency includes administrative responsibility. The practicing staff member in an agency is not a law unto himself. He must have clearly in mind the fact that the agency is not managed by himself, but by an administrative group (board of directors) and an administrative chief (executive director). The staff member cannot assume their responsibilities, and he must be bound by those who hold responsibility to the community beyond him.

The fact that a staff member "works for" rather than "works with" administration may be vaguely apparent by reference to the terms of incorporation. It is more clearly and undeniably operative in the case of the hiring and firing of staff members.

3. Staff Relations

Those who hold administrative responsibility do not commonly restrict the development of responsible and democratic staff relations. On the contrary, they generally highly depend upon it. The fact that there are staff relationships, however, indicates another aspect of the nature of the agency. In certain spheres of responsibility, the individual staff member has an opportunity to share his views and desires with other members of the staff and to participate in the for-

mation of new policy and procedure.

Even within these staff relations, however, the individual staff member is not autonomous, and at times he may find that decisions are made by the group with which he, as an individual, is not wholly in agreement. Yet, in order for him to be a staff member means that he must take responsibility, even for those policies and procedures with which he is not in essential agreement. Such is the nature of the agency.

In addition to these key elements of the nature of the agency, there undoubtedly are others. For example, each agency to some degree is characterized by a specific material apparatus by which its purposes are achieved. These may include common files, a secretarial pool, official letterheads, and the availability of space, heat, light, etc.

Types of Agencies

Vocational guidance agencies may be classified in a variety of ways. For example, there are voluntary and governmental agencies. Also, there are multiple-service agencies and single-service agencies. The following classification is intended to throw light on the nature of agencies in terms of their functioning. Four types will be mentioned.

1. Organizations Devoted Primarily to Giving Vocational Guidance Services Directly to Clients

Some agencies are organized with the primary purpose of providing vocational guidance. It is true that for them the very purpose of providing vocational guidance may involve certain subsidiary functions but these are intended to

be helpful to the achievement of the basic aim of the agency, namely, that of vocational guidance.

2. *Organizations Affording Both Vocational Guidance and Other Services*

Certain agencies are organized to provide more than one service to clients. A YMCA, for example, exists in many places to help its members through vocational guidance. But vocational guidance, itself, is not a primary goal. It is one of a number of purposes which the organization may view as significant to the attainment of its most fundamental aims.

3. *Vocational Guidance Departments of Organizations Whose Primary Service Lies in Another Field*

Some agencies employ vocational guidance counselors simply as an adjunct to an array of activities which are considered to be more fundamental. Thus a hospital exists for the prevention and cure of disease. Within its social service department, however, it may have a need for vocational guidance in order that patients who leave the hospital have an opportunity to seek a fresh adjustment between

their medical condition and their vocational requirements and aspirations. The hospital obviously does not exist for vocational guidance; it is the other way around. Vocational guidance has an auxiliary role within the total organization.

4. *Organizations Giving Service to Other Vocational Guidance Agencies*

Not all vocational guidance agencies exist to serve clients directly. Within complex urban centers there are agencies which exist primarily to give service to vocational guidance agencies. In some places the following kinds of activities fall not only upon individual agencies but upon super-agencies which exist to serve individual agencies: fund raising, the setting of professional standards, social action, community planning, research, councils of agencies, and professional association.

It seems, therefore, that vocational guidance is more than an interpersonal process maintained by a counselor and a person seeking assistance. It is primarily a socially organized and sanctioned function which is mediated through a well defined agency in which the staff member is employed basically to carry out the purposes of the agency.

USAF School Counselor Notes

THE FOLLOWING four USAF School Counselor Notes on Space Age Critical Job Areas (as described in the Spring 1960 *Vocational Guidance Quarterly*) are currently being distributed:

Note 4. Mastery of Stress

Note 7. Radiation-Biological Effects

Note 8. Weightlessness—Zero Gravitation

Note 10. The Struggle for Men's Minds

They may be requested on official school stationery from: Commander, Detachment 1, Orientation Group, USAF, Norton Air Force Base, California.

The RÉSUMÉ

Do's and Don'ts

by IRVING BORENZWEIG and LAWRENCE A. LANSNER

EVEN college placement officers are not sure what employers want in a personnel résumé. As there appeared to be no published research or statistics, it was decided that a study was needed to unscramble the "Do's" and "Don'ts" in proper, acceptable résumé construction.

A questionnaire was drawn up and sent to those persons in industry and business who usually receive the résumés. These persons initially rate the applicant sight unseen on the basis of the résumé. The questionnaire was designed to get their attitudes toward length, format, content, and copy.

It was hoped, among other things, that the responses might indicate differences in attitudes. For instance, it may be that the desired content and format of a résumé of a graduate accountant seeking a position with a public accounting firm would differ from the accepted résumé of an advertising major with "creative ability" seeking employment in an advertising agency.

In order to ascertain the respondents' area or areas of responsibility in the selection process, a classifying data section was included. The respondent was asked to state the type of industry he represented, the number of employees his firm employed, as well as the categories in

which he was primarily involved in hiring. Four hundred and forty-five questionnaires were mailed. They were sent to representatives who recruited at the college as well as to others who are active in college recruiting but who do not visit the Baruch School. The names of the latter were selected from the *College Placement Annual*, which is also distributed to graduating seniors.

One hundred and forty questionnaires or 31% were returned. The firms the respondents represent employ as few as 65 and as many as 75,000 persons. The respondents are involved in the selection of accounting, production, sales and engineering personnel. The industries represented included advertising, banking, insurance, chemicals, aircraft, electronics, drugs, textiles, retailing, and public accounting. Although the job titles of the respondents vary, all are primarily involved in college recruiting.

In general the respondents showed a strong preference for a one page résumé. 74% of those selecting engineering personnel (see Table 1) and 62% of those seeking salesmen wanted to receive a one-page résumé. 67% of those in the accounting category and 56% in production expressed a similar preference.

As to format, Sales Recruiters indicated a 51% preference for the outline type résumé, 47% for a part-narrative, part-outline type and 4% for a narrative type. In the engineering category, 56% preferred

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TABLE 1
Length of Résumé
(in Percentage Return*)

	One Page	Two Page	Three Page	Three Plus
Sales	62	43	5	1
Accounting	67	42	4	—
Engineering	74	44	—	—
Production	56	52	5	—

* Totals in excess of 100% are caused by accepting multiple preferences.

TABLE 2
Content of Educational Area
(in Percentage Return)

	Honors	Class Standing	Major College Courses	Minor College Courses	Extra Curricular Activities	High School At- tended	Type of High School Diploma
Sales	62	77	92	44	74	32	21
Accounting	58	70	95	44	71	26	22
Engineering	67	74	92	46	69	33	21
Production	58	69	94	44	73	47	27

the part-narrative, part-outline format. 49% wanted to see the outline form and only 3% the narrative type. Production indicated 50%, 48% and 2% for the outline, part-narrative, part-outline, and narrative forms respectively.

To determine the order of importance of the most common major sections in a résumé, namely, the job objective, education, business experience, personal background and interests, and references, respondents were asked to rank them. In all categories the results were similar, showing the order to be the same as stated above. We, therefore, believe that these major sections should be listed in the accepted order.

As to content of each section, between 84 and 89% of the Personnel Managers felt that both an immediate and ultimate job objective be stated. A Personnel Manager re-

futing the above, stated "immediate objective only, for minds can and do change." The majority in all categories felt that the job objectives be stated in a brief paragraph, and one College Recruiter felt this should be "headed by the title of position desired."

Table 2 illustrates the preferred content of the educational area.

Consensus as to business experience indicated that all part-time and full-time employment since high school be listed and job descriptions, if relevant. The following is a comment from an Employee Relations Administrator: "The 72% of the senior class at the Baruch School with working experience is generally able to offer more to an employer than college graduates with no experience. The emphasis placed on this experience in a résumé should be conditional upon the value of that experience

TABLE 3
Content of Personal Background and Interest Section
(in Percentage Return)

	<i>Sales</i>	<i>Accounting</i>	<i>Engineering</i>	<i>Production</i>
Draft Status	86	84	82	84
Marital Status	98	97	92	95
Height	71	64	56	70
Weight	75	66	56	72
Professional License	66	66	72	73
Date of Birth	89	88	87	94
Dependents	89	81	85	89
Location Desired	62	57	64	63
Willingness to Travel	63	60	54	64
All Interests	37	31	26	33
Interest Only Related to Job Seeking	24	41	21	25
Military Background	72	70	77	70
Physical Limitations	75	67	67	70

TABLE 4
Acceptable Methods of Reproduction
(in Percentage Return)

	<i>Mimeo- graph</i>	<i>Ditto</i>	<i>Multilith</i>	<i>Photostat</i>	<i>Offset Printing</i>	<i>Carbon Copies</i>
Sales	75	55	89	43	85	45
Accounting	73	55	89	44	85	46
Engineering	69	51	92	46	87	56
Production	67	47	84	38	86	42

and the more this experience has bearing on the applicant's occupational goals, the more should be written about it."

Table 3 points out the most common items in a personal background and interest section and the preferences in each category.

There were mixed feelings in regard to references. A statement that references would be furnished upon request edged out those who felt they ought to be included and those who wanted them eliminated. Some felt past employers and faculty members should be listed. Others thought a reference section should be omitted since it would be included on an application form.

Both typewritten and reproduced copy are preferred by the respondents, although certain types of reproduction are more desirable than others, as shown in Table 4.

One Personnel Manager stated that, "an individual who presented a reproduced résumé would be considered, however reproduction gives implication of wholesale production and applicant is not specifically interested in specific position," and still another commented, "it makes you think the applicant is applying everywhere-shot gun style." A College Recruiter had this to say about carbon copies, "carbon copies makes you wonder who got the original."

A comment received from one Personnel Manager in regard to a handwritten résumé was, "although we would consider an applicant whose résumé was handwritten, a handwritten résumé indicates that a man is not interested in taking the trouble to do a complete job, for the résumé is a piece of business correspondence and business correspondence is normally typed." Findings indicate only a one to three per cent acceptance of handwritten résumés.

A small minority of the responses indicated that using colored paper for the résumé would be an eye catching technique and therefore to the advantage of the individual. The overwhelming majority, however, preferred white paper. Although a majority in each category felt that the quality of paper used

had no relationship with the consideration of the applicant, a small group stated preference for quality paper.

Summary

Although the content and format of résumés seems to be one of personal preference there are certain areas of substantial agreement that can be used as guides for the advertising and accountancy major and all others. First, the résumé is a piece of business correspondence and should be treated accordingly. Secondly, it should follow the definition of the word and be brief: strong preference for one page. Finally, it should contain pertinent data concerning educational background, work experience and other items related to the position the applicant is seeking.

* * *

God gave us two ends; one to sit on and one to think with. Success depends on which one we use the most. Heads we win, tails we lose.

* * *

It's wise to take an interest in the future—that's where you're going to spend the rest of your life.

NVGA OFFICERS FOR 1960-61

President



SCOTT

Pres.-Elect



WOOD

Secretary



FARWELL

Treasurer



HOWARD

Counseling the Epileptic

by ROBERT G. WOLFSON

MANY vocational guidance counselors find themselves at a loss when an epileptic counselee asks for assistance in planning employment goals.

In order to determine the difficulties faced by the epileptic as he searches for employment, a questionnaire was prepared and mailed to 500 manufacturers listed in the *Arizona Directory of Manufacturers* published in January, 1960. Although this may be considered a local study, many of the respondents had come from other states. Therefore, there is reason to believe that similar results would be obtained elsewhere.

Prior to preparing the questionnaire, epileptic employees of Epi-Hab, Phoenix were queried as to reasons stated by prospective employers for not providing them with employment. In addition to the standard rejection statements, "no available work" or "no experience," the epileptic job seekers stated that they had also been told that they were "poor insurance risks," that there was a "concern for the other employees," or the interviewer expressed preconceived biases. These comments by the epileptics were compared with the questionnaire returned.

ROBERT G. WOLFSON is General Manager of Epi-Hab Phoenix, Inc., a non-profit corporation dedicated to the social re-integration of the epileptic through medical control, work training, employment, and placement, Phoenix, Arizona.

Community Reactions

There were 314 companies (63 per cent) responding to the survey and their products manufactured covered such diversified areas as food processing (bakery, beverage, dairy, meat), clay and concrete products, printing and publishing, wood and metal products, electronics, aircraft parts, etc. These companies employed a total of 64,811 people of which there were only 59 known epileptics (less than 0.1 per cent). If the lowest published ratio of epileptics in the population is accepted, one out of 300 (the other extreme is 1 epileptic per every hundred) and discount the percentage unemployable (underage, overage, ill), there exists a disparity between those epileptics employed and those employable. Of the 314 companies responding to the survey, only 12 (4 per cent) presently employ epileptics and 11 reported they had employed a total of 35 during the past 10 years but did not presently have any in their employ.

When queried as to the company's policy regarding the hiring of epileptics, only 12 companies reported they had no restrictions. Of those reporting they hired, but with restrictions, 36 stated they would hire with certain limitations (only if fully controlled, non-dangerous work). Over 73 per cent of those companies who responded to the survey emphatically stated that they would not knowingly hire an epileptic. Of those who stated that

they would not knowingly hire an epileptic, 25 per cent stated that they would discharge the worker as soon as it became known that he was an epileptic. An additional 22 per cent stated that the epileptic would be discharged only if he had a seizure.

When asked the reasons for not hiring an epileptic, 58 per cent expressed a fear that the epileptic would hurt himself and an additional 23 per cent feared that he might injure others. It is interesting to note that the majority of the respondents were concerned about the possibility of accidental injury—a major misconception of those not aware that Epi-Hab, Los Angeles recently received a safety award and a 20 per cent reduction in its insurance premium rates. Of a total of 475,000 man hours worked, only 25 accidents due to seizures occurred. In addition there were 76 accidents not due to seizures during this same period for a total of 101 accidents. As reported, over 80 per cent of the respondents were concerned about the epileptic injuring either himself or someone else.

An additional four per cent of the employer respondents indicated that they felt the epileptic would lose excessive time off from work. Again, Epi-Hab, Los Angeles has established an impressive score in this area—a total time of 425 hours were lost out of 475,000 man hours worked or approximately one hour out of every 1,000 hours worked, an insignificant loss. Epi-Hab, Phoenix has accomplished almost identical records of safety and minimum time loss.

. . .

You can always spot a well informed man. His views coincide with yours.

. . .

Only in dictionaries does success come before work.

Epileptic Vs. Non-Handicapped

As part of the survey, an attempt was made to determine the respondent's image of the epileptic employee and how he compares with non-handicapped workers. Only one of the 21 companies which either had employed epileptics in the past or presently employed them expressed disappointment with epileptic workers. The one respondent complained that the epileptic drank excessively. All of the other 20 respondents reported that in areas of production, quality, safety, absenteeism, advancement, acceptance by fellow workers, and participation in company activities, the epileptic was the same or *better* than non-handicapped workers. A much higher percentage of the respondents who had never employed an epileptic rated him in a much more unfavorable light (high absenteeism, high accident, low quality) than those who had reason to know the epileptic's capabilities.

Informing the Counselee

It would be unfair to the epileptic counselee not to prepare him for possible rejection in some job areas. At the same time, however, he should be appraised of the need for developing skills which would enhance his employment opportunities. Many men and women in the community, with the assistance of modern medication, have been able to secure positions involving both skill and prestige. For the epileptic, vocational training and education to his maximum capacity can lessen the difficulties he will encounter in seeking employment.

Counseling and Vocational Education

by DONALD A. DAVIS

COUNSELORS, vocational education teachers have been registering complaints about your work for some time. This situation is especially disturbing because they may be right!

Home Economics Misuses

The home economics teacher says that you discourage girls from taking homemaking on the grounds that such experiences are not appropriate for college preparatory programs and, furthermore, that the student can learn what she needs to know about homemaking at home. You either slight or ridicule clothing, nutrition classes, homeliving and family relations classes as being unimportant in the curriculum of the average student.

Moreover, you are not aware of the professional opportunities open to girls in the field of home economics at the college and university level and show little interest in learning about them.

An illustration may help. A bright senior girl bent on becoming a social worker in a large high school wanted to take family living in order to become more familiar with the subjects of child development and family relations since these were areas which are closely related to social work. The counselor warned her that this was not a college preparatory class and that she had too much ability to be wasting her time on such courses.

DONALD A. DAVIS is Assistant Professor of Guidance at Western Michigan University, Kalamazoo, Michigan.

Vocational Agriculture Mistakes

The vocational agriculture teacher says that despite the exploding world population and the consequent need for new skills and techniques in farm management and food production, you steer students into paths more compatible with your own background and training. To some counselors, farming evidently is suitable for youth not capable of anything else.

A hint of this position may be perceived in a recent article by H. M. Hamlin, national authority on agricultural education and member of the staff of the University of Illinois, in which he states, "Broader concepts of counseling have developed, including counseling about the choice of school subjects, preparation for college, personal problems, morals and mental and physical health. Vocational counseling has often been neglected or perverted by specialized counselors. The best vocational counseling is done by the vocational teacher." [1]

Trades and Industries Errors

The trade and industrial teacher indicates that you are far from practical, that you have no experience in the world of work. Your information is gained from books—sometimes old books. And you do not counsel students on the basis of their abilities and aptitudes but simply on their IQ scores. Below average students are sent to the

Siberia of machines and tools while average and above-average students are directed toward more respectable college activities.

In a recent state-wide meeting of shop teachers this kind of resentment was expressed at length and in depth. Where there is this kind of smoke there may be fire.

Business Education

The business education teacher accuses you of discrimination also. You demonstrate your hierarchy of occupational values by spending most of your time with the college bound student, very little with the terminal student and almost none with the potential dropout. Of course you don't know about modern business methods and machines and consequently your advice about business occupations usually is inappropriate. It is to your credit that you permit an occasional student of higher intellectual calibre to enter a typing course but you still do not emphasize the value of the whole business curriculum.

The foregoing are commonly held attitudes and must be dealt with as such. Justified or not, they do exist and to a considerable extent. This calls for serious thought.

What Went Wrong?

What are the causes of the lack of rapport between the vocational education teacher and the counselor and what can be done about them? To some degree lines of tension may be the result of the changing role of the counselor. Change will result in friction no matter how well oiled the machinery. In the days of Frank Parsons, guidance was vocational with no folderol nor frills. Since that time guidance has run the gamut from occupational choice

to career planning, from directive to nondirective counseling, from diagnosis to implementing the self concept, from personal-social problem solving to psychotherapy, and—in many cases—partway back on the return cycle.

In general, the theory of counseling has changed considerably from directive information and advice-giving by the counselor to self-understanding and self-direction on the part of the student. This changing concept is difficult to grasp and is rejected by many able and conscientious—but authoritarian—persons who abound in the school setting.

Furthermore, a good many of the specific criticisms from vocational education teachers undoubtedly are well founded. Have you had practical experience in several occupations in addition to teaching? Are you familiar with the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and similar sources of occupational information? Do you know the intellectual and emotional requisites for successful performance on the jobs now engaged in by last years graduates? When have you last visited a vocational education class in session or discussed job placements with the vocational teacher? Some counselors would have to answer in the negative to these vocational questions.

A State-Wide Picture

Preliminary results of a state-wide survey in 1959 of guidance services in Michigan, sponsored by the Department of Public Instruction [2], reveal that about 35 per cent of the counseling time is devoted to educational planning, 24 per cent to occupational planning, 16 per cent to personal-social needs, and the

balance of the time to "other duties."

This division of counseling time seems to be reasonably distributed since educational planning, in addition to post high school considerations, includes planning for successive years within high school. However, the counselor is assigned a case load of 120 students per hour of released counseling time. This is quite unrealistic in terms of careful, adequate planning.

Since the parent is involved in major decisions concerning his child, he should have the right to participate in the formulation of these decisions. Whether the counseling process is enabled by teacher, administrator, or counselor, the parent has the privilege of knowing what is going on in the school and why. In Michigan about 18 per cent of the schools report consultations with parents by counselors in regularly scheduled interviews, about 82 per cent have them only in emergency and special cases. This is a good start; our goal should be to reverse these percentages.

What To Do About It

Basically, the objectives of vocational education courses are identical with those of other high school courses—to contribute to the development of the whole pupil. Vocational education is a part of the total educational process and program. It is here the pupil learns coordination of mind and hand. It is here the pupil gains an appreciation for fine workmanship. It is here he gains an insight into the ways of a world of work.

Teachers, counselors, administrators, and others on the school faculty must have a common understanding of the objectives of vocational training if there is to be a

rich and fruitful total educational program. A common study of these objectives can result in a better appreciation of the values of vocational education.

It follows that the selection of students for vocational education subjects should be approached on the same basis as selection of students for any other subject. The varied needs, interests, capacities, and goals of each student are paramount in the selection process. And space, equipment, and qualified instructors, limit the number of students who can be offered vocational study.

As in other choice and planning processes, organized guidance services are essential. Since vocational subjects, in the true sense, are a sampling of the occupational world which challenges the best minds of the country, vocational education courses should likewise present a challenge to students covering the full range of ability. To those students who desire to go to college, vocational education courses will provide a background of practical experience and education.

Rapport does not happen incidentally; it is the result of effort devoted to common purposes and goals. The counselor must work at understanding and serving the teacher as well as the student. On the other hand, the teacher must use the resources of the counselor intelligently and cooperatively.

And above all, the administrator, by every possible means, must facilitate communication as a first step in eliminating or forestalling rifts between counselors and vocational teachers—all members of the same team.

REFERENCES

1. H. M. Hamlin. "All Students Benefit from Education for Work,"

Engineering Enrollments, Degrees

Enrollment

FOR THE SECOND CONSECUTIVE YEAR there has been a decline in total engineering enrollment in the United States and its outlying parts. The total reported in the fall of 1959 was 278,348; this was 3.9 per cent below the total reported in the fall of 1958, and 6.3 per cent below that reported in the fall of 1957.

The decrease in total engineering enrollment was the result of a decline in undergraduate engineering enrollment. The undergraduate engineering enrollment of 242,992 in the fall of 1959 was 5.4 per cent lower than in the fall of 1958, and 9.6 per cent lower than in the fall of 1957. Of particular significance is the fact that undergraduate engineering enrollment decreased more from the fall of 1958 to the fall of 1959 than it did from the fall of 1957 to the fall of 1958. Freshman engineering enrollment of 67,704 was down 3.3 per cent from the fall of 1958, and down 14.0 per cent from the fall of 1957.

Graduate enrollments in engineering reached new peaks at all levels. In the fall of 1959, enrollment for the master's degree numbered 29,713—up 5.6 per cent from the previous year. Enrollment for the doctor's degree numbered 5,643—up 18.5 per cent from the previous year.

Part-time and evening students accounted for a larger proportion of

undergraduate engineering enrollment than in previous years. In the fall of 1959, 14.9 per cent of the undergraduate engineering students were enrolled in part-time or evening courses. At the master's-degree level, evening student enrollment accounted for a smaller proportion of enrollment this year than last; while at the doctor's-degree level, evening student enrollment accounted for a larger proportion of the enrollment this year than last year.

Degrees

Increases are still being reported each year in the number of engineering degrees conferred at each level. During 1958-1959, the number of engineering degrees conferred, and the percentage increase from the previous year was as follows: bachelor's or first engineering degrees, 38,134—up 7.9 per cent; master's and other postgraduate predctoral degrees, 6,753—up 16.7 per cent; doctor's degrees, 714—up 10.4 per cent.

At each level in 1958-1959, as in other recent years, more degrees were conferred in electrical engineering than in any other engineering field.

The above highlights are from the U. S. Office of Education Circular No. 617, *Engineering Enrollments and Degrees 1959*, available from the U. S. Government Printing Office, Washington, D. C., at 40¢ per copy.

New Books

On Vocational Guidance



Guidance Workers Certification Requirements, Bulletin 1960, No. 14, by Royce E. Brewster. Washington, D. C.: U. S. Government Printing Office, 1960. 98 pp. Paperbound 35¢.

A revision of Bulletin 1957, No. 22, this publication of the U. S. Office of Education provides certification information through the calendar year 1959. Part I lists guidance worker requirements by states. Part II lists certification requirements for school psychologists who are in some instances labeled counseling psychologists or psychometricians. It should be useful to counselors, counselor trainers, teachers preparing for counseling responsibilities, local school guidance directors, school administrators, state departments of education, and others interested in the developing field of guidance.

— ♦ —
Procedures and Preparation for Counseling, by William C. Cottle and N. M. Downie. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960. 330 pp. \$8.

Methods and materials needed to compile background information for counseling are presented in this book for practicing or prospective counselors. Material for this guide to pre-counseling procedures includes: records and personal documents, observation, the initial interview, case data, statistics, standardized tests, evaluation of abilities and aptitudes, interests, and other personal data, and the counselor's research.

— ♦ —
Guidance Services, by J. Anthony Humphreys, Arthur E. Traxler, and Robert D. North. Chicago: Science Research Associates, 1960. 414 pp. \$4.50.

Here is the second edition of a text for a basic course in guidance and personnel work in elementary and secondary schools and in colleges and universities. Part I consists of five chapters on understandings basic to guidance work; Part II presents five on guidance tools and techniques; Part III, four on solving students' major problems; Part IV, two on administration of the guidance program; and Part V, one on the future of guidance services.

— ♦ —
Admission Requirements of American Medical Colleges Including Canada, 1960-61, compiled by Helen Hofer Gee and E. Shepley Nourse. Evanston, Ill.: Association of American Medical Colleges, 1960. 241 pp. Paperbound \$2.

This eleventh edition presents specific information about 1960-61 and 1961-62 first-year medical school classes with particular attention to the acceptance procedure calendar at each of the 100 schools. A chapter on educational planning is followed by an account of the admission processes. A two-page entry for each American medical school and affiliate member schools includes: history and description of the school, educational philosophy and special programs, admission requirements, selection procedures, application and acceptance timetable, fees and expenses, and financial aid.

It's Your Personality, by William McMahon, Brother Philip Harris, and James Cribbin. New York: Harcourt, Brace and Company, Inc., 1960. Paperbound, \$2.64.

Primarily for high school sophomores, this book on personality development is the third of the *Insight* series, a group guidance program for Catholic high schools. Topics range from an explanation of the meaning of personality and maturity to a discussion of Christ. Popularity, friendship, love, leadership, and service to others are covered in typical chapters. Earlier books in the series were *It's Your Education* for freshmen and *It's Your Life* for juniors and seniors.

General Education for Personal Maturity, by Horace T. Morse and Paul L. Dressel (Editors). Dubuque, Iowa: W. M. C. Brown Co., Inc., 1960. 244 pp. \$4.50.

The role of courses in personal adjustment, preparation for marriage and vocational planning is discussed in 18 chapters by as many authors. Part III Maturity in the Selection of a Vocation discusses vocational planning and adjustment courses at Contra Costa College, Texas A & M, Fairleigh Dickinson University, and the University of Minnesota. The volume is first of a series of seven on general education.

Meet NVGA Trustee

ALSBERG

JULIA ALSBERG, Executive Director of the Vocational Counseling Service of Greater St. Louis, Inc., is beginning a three-year term as NVGA Trustee.



Prior to being elected Trustee, Miss Alsberg has served NVGA as national chairman of the professional membership committee, chairman of the nominating committee,

and chairman of the national program when the convention was held in St. Louis.

The Vocational Counseling Service of Greater St. Louis, of which she is Executive Director, has pioneered in the field of vocational and educational counseling in the

region. Many of the projects which have been initiated by the agency have resulted in the establishment of counseling programs in community and state agencies. It is a member of the United Fund and is approved by The American Personnel and Guidance Association and The American Board for Psychological Services.

At present the Service has a five year grant from the Office of Vocational Rehabilitation which will study the effectiveness of intensive counseling of physically handicapped high school students. If this project is successful, it may have national significance which should result in a more effective approach to the programs with which these students are faced.

Miss Alsberg is a charter member of the St. Louis chapter of NVGA and has been president, program chairman, membership chairman, and on the board of trustees.

DOGMATISM

in Vocational Choice

by C. GRATTON KEMP

YEARS AGO the counselor assumed that the choices checked on a vocational interest inventory directly reflected the counselee's actual interest in occupations. More recently he has been informed that items of vocational interest may be preferred or ignored for reasons other than interest per se. Writers have warned that certain inventories are subject to distortion.¹

Distortion of Responses

Why do students fake responses? Why do they try to make inventories come out the way they want? It is likely that the feelings and attitudes of the student influence the character of his response to the test items. And there probably is a relationship between the student's reaction to new experience and his response to items on an inventory.

To gain some understanding of the student's reaction to new experience the Dogmatism Scale Form E² was administered to a sample of 104 college students. This scale, developed and standardized by

Milton Rokeach was designed to measure the degree of openness or closedness of the mind to new experience.

His research led him to the conclusion that the closed-minded or high dogmatic rejects, distorts or narrows new experience to make it conform to his preformed value system. Whereas the open-minded or low dogmatic is more inclined to recognize, analyze, and evaluate new experience without distortion and narrowing.

The results of this scale indicated that 25 students were low in dogmatism or open-minded and 25 were high in dogmatism or closed-minded. Would their responses be significantly different?

Experiment in Distortion

The sample (50 students, 42 male and 8 female) were majoring in human relations in preparation for positions as boy scout executives, and YMCA or YWCA directors. Many had chosen this major through the encouragement of members of these professions in their home localities and some anticipated returning upon graduation to work with these leaders.

To what degree did the influence of these interested persons affect the thinking of the students? Did they respond according to their feelings or to the way they thought these persons would like them to respond? To assess the degree of their identification, each student

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¹ Donald E. Super, *Appraising Vocational Fitness*, New York, Harper and Brothers, 1949, 416.

² Milton Rokeach, *The Open and Closed Mind*, New York, Basic Books, 1960, 71-80.

was asked what persons outside his family were most influential in his life.

To provide some indication of their vocational interests each student was administered the Kuder Vocational Interest CH and the Strong Vocational Interest Blank. Since the Kuder is known to be subject to distortion, it was hoped that using both inventories would gain more reliable knowledge of their interests and secure, as well, evidence as to the degree of distortion by either or both groups.

A Picture Emerges

On the basis of the theory it was hypothesized that the high and low in dogmatism would respond differently. To the question, "What other persons influenced your development?" only two (or 8%) of the low in dogmatism specified one or a few persons; five (or 20%) mentioned a number of persons with no special emphasis, and 18 (or 72%) made a general response, no reference to any individual or group.

On the other hand, fifteen (or 60%) of the 25 in the high dogmatic group, specified one or a few persons, generally a boy scout executive or a Y director; eight a number of persons, no emphasis on any; and two a general response, no reference to any individual group. The difference between the two groups was significant at the one per cent level.

This striking difference was convincing evidence that the high identified with authority figures, whereas the low did not. It was later found that this strong identification affected responses made on the vocational interest inventories.

The results on the Kuder indicated the low in dogmatism had

wide-spread interests. Each of the ten areas was represented, areas nine (Social Service), and five (Persuasive) received fewer choices than several others.

Whereas for the high in dogmatism only eight areas were represented, areas nine (Social Service) and five (Persuasive) received the greatest number of choices. Such a difference between the two groups becomes significant, since the Kuder is subject to distortion³ and the students knew that these "Social Workers" were high in the Social and Persuasive areas.

Consider also the fact that the results were used for counseling with reference to the wisdom of the student's choice of major, and it is reasonable to assume that the "high" in dogmatism distorted their responses on the Kuder to correspond to the interests held by the Boy Scout Executive, other authority figure in the local home communities, with whom they had identified.

The results of the Strong Vocational Interest Blank suggested an entirely different situation. The high dogmatic group expressed interest in 20 vocations as compared with 27 by the low dogmatic group. The high group had a total of 82 choices or 3.20 per capita, whereas the low group had a total of 108 or 4.32 per capita. It is apparent that the high group had more and different interests than they indicated by their choices on the Kuder.

Some Conclusions

Those high in dogmatism or closed-minded distort their responses more than the low or open-minded on standardized measures of interest. Apparently they are

³ *Ibid.* Super.

more ready to act in accordance with the expectancies of an authority figure than to endanger the modification of their thinking by a true confrontal of experience.

In contrast the low in dogmatic appear to be more independent, more confident, to identify to a lesser degree and are more ready to examine new experience.

The degree of closed-mindedness apparently affects the student's performances on vocational interest inventories.

Counseling Implications

The counselor who knows the

degree of closed-mindedness of his counselees is in a much better position to understand them. The greater the degree of closed-mindedness, the higher is the expectancy of distortion, narrowing or rejection of new information. Those students who require more time and assistance if they are to benefit from vocational testing and counseling can be tentatively identified and their responses can be anticipated. With experience the counselor may be able to develop approaches and methods to increase his effectiveness in assisting the highly dogmatic.

Vocational Guidance Preparation **NEEDS AN OVERHAUL**

by JAMES W. RUSSELL

PERSONS preparing to do vocational guidance need vastly more assistance than they are now getting. Where can they turn for help?

Both the counseling psychology and the guidance movements have developed along lines incompatible with the needs of the vocational guidance specialty. They no longer can do the job.

The by-passing of futile controversy. What has happened to the guidance and counseling psychology movements to hold back developments in this specialty? For one thing, there has been a tendency to become stalled on paradoxes such as the relative merits of

client-centered and other approaches to counseling. The big controversy of the movement, however, has been that pertaining to the "specialist versus generalist" issue. Both approaches have left this one unresolved. Both favor, however, counseling that is spread over many topics and problems and often having little to do with vocational guidance as such.

Now, if the counselors are going to counsel themselves, what do you do about such unresolved conflicts? Maslow has suggested that a thousand philosophical dilemmas really have no horns at all. Nonetheless, they can tangle up a whole profession for decades.

The way to handle some of these seemingly unresolvable dilemmas is to follow the example set in that

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pertaining to the directive-non-directive controversy. It was dropped—not resolved.

In this case, the specialist-generalist controversy in vocational guidance should be left up to the individual graduate student. To enable him to choose, however, there should be a well developed curriculum for specialists. If students want to learn about personality and learning theory, there should be courses in that. If they want to learn therapy, there should be training in that.

The possibilities for building up the curriculum. What should be taught in the new courses in vocational guidance? There are many possibilities for including data from studies about personality and occupational life, theory of vocational choice, occupational sociology, and the like. The major emphasis should be on developing something new.

From what methods or sources should this come? Certainly, it should be "scientific." The application of searching literary scholarship, however, is important. This should involve the development of theory and research related to integrating materials from all levels.

Vocational counseling must learn all it can from many disciplines. Take, for instance, the work [2] of the psychologist Miller. He has applied an electronic model to a number of levels of human behavior. This type of approach could also apply to vocational guidance; classifying topics and related research by levels could help.

How to encompass the growing quantities of idea structures and data being turned out by many disciplines is a problem pertaining to most fields of endeavor. As Russell [3] points out, if man does

become something of a robot it will be as the receiver of data rather than as a conformist in organizational culture. Miller's work is pertinent here also in that he was studying "overload." To encompass all that is good and applicable, after a process of selection, the dangers of overload may be cut down by putting what is to be assimilated into more digestible form. Determining ways to do so will be a challenge for all professions, especially for vocational guidance.

Interview procedures. What about help with the improvement of interview procedures? Attention to communication problems has been one feature of research in a number of fields interested in counseling. Vocational guidance should, of course, learn from them.

What is the place of therapy? To answer this question, one would have to face the horns of the generalist-specialist dilemma head on. It might be better to make the word "therapy" taboo to avoid the issue. Certainly, however, the individual's life style will enter the picture. Any discussion of it becomes therapy in a way, however. Whether it is or not should be considered irrelevant in this perspective.

The self-actualizing counselor. The importance of the man or woman doing the counseling is obvious. The non-verbalized language of emotions is important. To speak clearly and through defenses to the depths of the individual's ability to respond ideally calls for a self-actualizing counselor. This term "self-actualizing" is a mental health term used by Goldstein and Maslow in a type of personality theorizing said to be the American equivalent of European Existentialism.

Without passing too finally on the validity of Maslow's studies of self-actualizing or Rogerian theory and practices, the vocational guidance man should try to learn from them, while looking around for other sources of help along these lines. The main thing is that he becomes, in one way or another, the kind of person who can cause a favorable and relatively quick response on the part of many clients.

The calibre of the counselor. Emotional health and maturity is far from being enough. The vocational counselor should be the calibre of persons required for coping with the tremendous volume and diversity of subject matter and problems inevitably faced if really adequate vocational guidance is to be done.

"Calibre" refers to overall ability to produce that which is sought or needed in the profession in question. Ability and drive are obviously essential. The willingness and ability to engage in self-initiated efforts of sufficient persistence and intensity to take the counselor up to the level of ability needed to do his job. If he has what it takes along these lines, degrees and certifications become less important. The counselor will in one way or another take care of his own self-improvement, however, it becomes the responsibility of the profession to give him all possible assistance so that he can go further sooner

than would be the case without that help.

Conclusion. Since guidance and counseling psychology are so pre-occupied with other matters, special organizational structures should be formed to encourage work on the improvement of vocational guidance. Possibly, there should be special institutes or even departments of vocational guidance in the universities interested in guidance and counseling psychology generally.

Vastly more help can be given to persons preparing to do vocational guidance. Counseling psychology and guidance have developed along lines incompatible with the needs of this speciality. The responsibility for the improvement of vocational guidance is, and will continue to be, in the hands of those who provide the actual vocational guidance.

Give the individual vocational guidance worker more theory, research, and other aids and let him improve his own services; that is the way to improve vocational guidance.

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World of Work Booklet

Introducing the World of Work to Children is a 23-page teachers manual to accompany the *What Could I Be?* booklet. It is available from Science Research Associates, Inc., Chicago for 50¢. Walter M. Lifton is the author of both publications.

How Much Occupational Information *in the Elementary School?*

by LEWIS A. GRELL

WHAT PLACE should occupational information occupy in the elementary school? In many communities this question has long been answered in the negative. It is the feeling of this writer that there is a definite need for occupational information in the elementary school and it is the duty of teachers to make a place for it.

The guidance of adolescents in secondary schools is important; in fact, there is a need for much more of it. However, it is contrary to all we know about personality formation to begin guidance at age 13 or 14, as if concern for major life problems begins then. School life begins for pupils when they enter kindergarten or grade one. It is not too early to begin a program of guidance at this time. Nor is it too soon to begin disseminating occupational information.

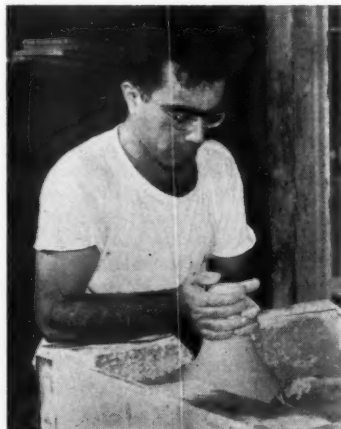
An Early Start

The major problem is to ascertain the most effective procedures for disseminating the right kind and amount of occupational information. Teaching of occupational information in elementary grades should add to the knowledge of the student concerning vocations in general. The elementary school should be concerned with presenting those elements of vocations

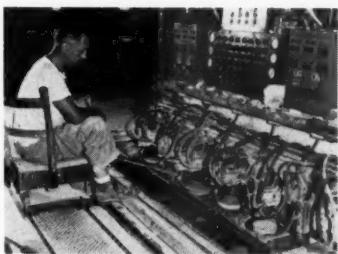
which are of interest to all students, regardless of sex or future occupations.

The junior high and high school should assist the pupil in meeting the differentiating factors such as interests, aptitudes, ability to finance the further education, future of the occupation, and opportunities for advancement of the individual. Discussion of aptitudes, interests, and abilities is more meaningful if the pupil has been introduced to a wide variety of vocations.

Studies have shown that pupil interest in possible careers begins as early as the fourth grade and that it increases steadily through the remaining elementary and high school years. It is true that pupils are not capable of making realistic occupational choices in the fourth



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grade. If, however, during the elementary school period they have been exposed to a great variety of occupations they will be able to draw upon this knowledge at some future date. During these years in the elementary grades the pupil should be developing work habits, improving social skills, and forming wholesome attitudes toward useful employment. These learnings influence choice of vocation and subsequent vocational success or failure.

In the past nearly half of those entering the first grade do not finish high school. This means there is a need for information about occupations for those who enter an occupation before finishing high school. The great volume of occupational information that should be presented necessarily dictates that such information cannot be withheld until the junior-senior high school level. Moreover, the early drop-out may make a more satisfactory vocational choice if he has had a gradual exposure to occupations in the elementary school.

As potential employees, all pupils would find it impossible to become acquainted with thousands of jobs, each differing with respect to the personal qualifications, training, and experience required. However, it is possible during the elementary years to secure general information which will enable pupils

to select intelligently fields of occupations for more intensive exploration during later school years.

The classroom teacher in the elementary school is at present in the best position to carry on such a program. The teaching of occupational information should be highly correlated with the regular classroom work. It can be interwoven easily with other aspects of the curriculum. For instance, in a study of the community in Grade Three, the teacher would have an opportunity to teach about the duties of firemen, policemen, grocers, etc. In a study of the early history of our country in Grade Four, a discussion on how ships were built in early times could very easily lead into a study of present methods of ship-building and of the various occupations involved in this process. In some school districts, elementary guidance consultants can serve as resource persons on materials and available sources of occupational information.

Local Industrial Studies

One approach is to study whole industries, such as the petroleum industry, plastics, automotive industry, furniture-making, and others. By selecting an entire industrial field, it becomes possible to emphasize vocational and industrial skills at various levels and at the same



time present a realistic picture of jobs available in a given locality.

Starting with a general discussion of the petroleum industry, the teacher can lead the class to consider the numerous interrelated occupations to be found in this one industry. The pupils can discover what the person in charge of drilling must know; how much training and experience he must have; what the qualifications of the office secretary may be, or the truck drivers or any of the various employees working in that industrial field.

This sort of procedure can be used with different degrees of intensity in successive grades of the elementary school. It might be adequate for the first grader to know that it is the job of the smiling policeman on the corner to help him cross the street at dismissal time or to talk to him about the consequences of throwing stones at cars. A sixth grade pupil, on the other hand, can consider the necessary training, discuss the necessity for a civil service examination, line of promotion, and desirable and undesirable features of this vocation. This procedure makes it possible for the student to build new knowledge; that which he is learning in the sixth grade reinforces what he learned previously and he gains deeper understandings of vocations.

Curricular Possibilities

Information about the world of work can be integrated with all areas of the curriculum, be it English, social studies, mathematics, science, or art. The mathematics teacher during a study of how to measure area in the sixth grade may wish to take pupils on a field trip to a tile center. The pupils can observe and raise questions concerning the various operations

which must be performed in the measurement of a room, laying of cement, felt paper and tile. On the same trip some of the girls of the class may be able to interview the secretary, receptionist, or clerk, and gain greater information about the duties they must perform. Pupils should be encouraged to report on what they have observed and learned. Actually the only real limitation in the presentation of occupational information and the subsequent integration of new vocational concepts is the extent of imagination possessed by the teacher.

One method of informing children of the wide variety of occupational opportunities available is to invite persons from local business and professional establishments to provide first hand information. Pupils in the intermediate grades can become acquainted with some of the work opportunities in their area through a series of assembly programs.

A Pottery Tour

As already indicated, information about different vocations can also be provided by field trips to industries, business establishments, government offices, libraries, parks, and other local points of interest. One such field trip that many New Castle, Pennsylvania, pupils have taken is a tour of the facilities of the Shenango Chinaware Company. This plant, which produces some of the world's finest chinaware, has welcomed weekly tours by pupils or adults. Here pupils see for themselves the various processes which must be completed in the making of chinaware. They gain a further understanding of the skills required to make dishes and other fine pottery. Many of the pupils



making these tours have returned later in life as employees of this company. They gained their first knowledge about this company and the vocational opportunities it afforded while on one of these tours.

Repeat visits one or two years later can be scheduled in order that pupils may reevaluate and subsequently correct erroneous first impressions. This second visit adds to their present accumulation of data and increases the availability and relevance of information presented at an earlier date.

Programs of visitations and follow-ups should, of course, be carefully planned in advance. This can prevent excessive repetition or omission of vital occupations.

Published Materials

There definitely is a place for written materials in a presentation of occupational literature in the elementary schools. However, elementary school teachers do not need as comprehensive a file of occupational literature as do junior and senior high school teachers. Occupational literature files in the elementary school should consist primarily of articles pertaining to occupations found in the local community. Teachers should carefully select these articles to ascertain whether they are written on a level which pupils can comprehend. Encyclopedias also furnish valuable information about occupations.

Youngstown, Ohio, has developed a series of local occupational publications. The industries in that city have pooled their efforts to produce a series of readers which are devoted to occupations in that geographical area. Another source of occupational information in the elementary schools is the type of book represented by the "All About" books. These books tell "all about" such topics as radio and television, automobiles, space ships, and similar topics. Each month finds new books being published which the conscientious teacher can use not only as supplementary reading material but also as information about various occupations and their duties.

Audio-Visual Aids

Suitable reading materials should be supplemented by the use of carefully selected films and filmstrips. The use of audio-visual aids provides a view of selected processes that might not be seen by them in any other way. Many industries as well as commercial producers have made available film strips depicting occupations. These film strips have the added value of aiding classroom discussion and pupil interaction.

Writing essays or telling stories about trips or visits are not only widely used methods of developing good language patterns, but they



can also become avenues of passing on more information of an occupational nature. Essays and oral reports are invaluable discussion generators concerning these occupations pupils themselves are most familiar with—usually their parents. The pupils can tell of the things their fathers and other relatives do and in a general way share information on occupations and the importance of these occupations in the world of work.

Community Study Units

Children can make occupations study "come alive" through a study of their own community, its occupations and its principal industries, auxiliary occupations, and the interdependence of different kinds of jobs. Through such a unit project pupils can visit local merchants, business establishments, industries, and libraries. They learn from their own investigations the important contributions they make to the community. Community study can serve to integrate learnings in the social studies, language arts, mathematics, and certainly provide much occupational information.

Or, in certain towns, pupils can learn how much the town depends upon its main or lone industry—what happens during a recession or strike? They may be able to learn what effect the advent of a new industry has upon their town. New jobs created, homes built, new stores, new friends, all represent experience in first hand "research" for the pupils.

There probably are as many ways of presenting and using occupational information in the elementary school as there are interested teachers. An occupational bulletin board could be set up in one section of the classroom. Round table

discussions involving parents, pupils, and representatives of different occupations could be arranged. In art class the pupils could make posters and cut out montages or stories in pictures related to a particular industry or some aspect of the world of work. Role playing could allow them to act out with spontaneity many of their ideas, problems, and fears concerning the world of work.

But in the final analysis the success or failure of a program of occupational information in the elementary grades hinges upon its ability to develop within its pupils certain highly desirable attitudes. It is important that even the very young child begin to realize that many persons are not as successful in their jobs as they might be because of crippling attitudes which they possess toward themselves, toward others and even toward various occupations.

Work Attitudes Important

Attitudes toward self, which begin early in life, are highly important in the development of the future worker. The pupil in first grade can be helped to develop a more desirable attitude toward himself. He can learn to accept success as rewarding and failure as inevitable. He can learn to accept his assets and liabilities and develop wholesome attitudes toward himself as a worthwhile individual. He can be helped to improve his work habits.

The development of a tolerant attitude toward others is another desirable attitude. The ability to get along well with others, to desire success for them and be happy when they achieve it, to be aware that it is important for others to

succeed, is imperative in our society. If the pupil can develop this tolerant attitude toward others he will have learned something that it takes many people a lifetime to learn.

A desirable attitude toward work in general is a third important attitude. The pupil must learn that manual and other types of labor are worthy of one's best effort. It is the interaction of all work groups in our society today that makes it possible for us to live on the high

plane of living that we enjoy. No work should be degraded if it is done well.

In summary, this article has taken the viewpoint that elementary school youngsters definitely can gain information and attitudes toward the world of work that will be useful at some future date. This information, coupled with other forms of guidance, will help the child to make a smooth transition from school to work. It is never too early to start.

White House Conference

FORUM RECOMMENDATIONS

RECOMMENDATIONS: *The Composite Report of Forum Findings of the 1960 White House Conference on Children and Youth* has become available recently. It may be secured from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. for 35¢.

In addition to the general meeting, five daily concurrent theme assemblies, and 210 work groups of 30 to 35 members, the 7,600 Conference participants met in 18 forum meetings attended by from 250 to 600 people. These forums brought forth 670 recommendations many of which are of special interest to persons engaged in vocational guidance.

Educational Recommendations

There were more recommendations on education than on any other single topic—approximately one-tenth of the total. Fourteen forums concerned themselves with

one or another phase of education. Forum XII (The Young as Learners) dealt exclusively, extensively, and in detail with education. The importance attached to education is indicated by Forum XII's recommendation for a Federal Department of Education with cabinet status, and by its call for development by the Federal Government of a consistent policy and program on public education.

In addition to general Federal support, several forums urged a general comprehensive scholarship and fellowship program for able needy students, with no limitations as to field of study, color, race or sex, religion, or political affiliation, and without any requirement such as loyalty oaths. In other words, there is a general recommendation that all children, of whatever economic level and of whatever capacity, be assured an education to their fullest potential.

Half a dozen forums recognized the importance of guidance and

counseling (educational, vocational, and personal) with recommendations for strengthening, expanding, and coordinating these programs from the elementary school through high school, with adequate support from Federal, State and local sources and close cooperation with government, business, labor, employment services, higher educational services, and community groups.

School dropouts received considerable attention (four forums) with recommendations for coordinated school-community action to study the causes of dropping out, and to evolve supervised work-study and special placement programs, remedial services and counseling, a more interesting and meaningful curriculum to hold youngsters in school, early identification of potential dropouts, and year-round access to school buildings, facilities, and personnel.

Next to education, employment opportunities (and vocational education) for youth received the greatest attention. Ten forums concerned themselves with youth and work, especially in the light of the decreasing number of unskilled jobs.

Employment Recommendations

Major recommendations: Fed-

eral, State and local "youth planning commissions" with official status, made up of representative citizens in the fields of education, business and industry, labor, welfare, etc. including young people to develop community programs of counseling and guidance, training and apprenticeship; work camps and placement services; elimination of discrimination in business and industry, labor unions and placement services; compulsory school attendance to age 16; comprehensive, well planned, up-to-date vocational training and retraining programs at both high school and post-high school levels, geared to growing and changing needs; enforcement of child labor laws (but also continuous review "to ensure protection of young people while providing them with maximum employment opportunities)."

Other Categories

Other main categories of composite forum recommendations in addition to education and employment were: human rights, migrants, welfare services, ideals-values-religion, health services, recreation, the family, handicapped children, juvenile delinquency, community planning, coordination, youth participation, Children's Bureau, and follow-up.

The Good Old Days

"We now have a full industrial history covering a year or more for 700 working children. In a tabulation of 474 of these histories, it was discovered that the median weekly wage for girls for the year is \$3 and for boys \$3.75."

—Helen Thompson Wooley, Bureau of Vocational Guidance, Public Schools of Cincinnati in *The Survey*, August 9, 1913. Reprinted in Meyer Bloomfield, *Readings in Vocational Guidance*, Harvard University Press, 1915.

Occupational Information in Elementary Education

by GOLDIE R. KABACK

PROVIDING EDUCATIONAL AND OCCUPATIONAL INFORMATION for junior and senior high school boys and girls is now an accepted service of most school guidance programs. It would appear that information about occupations in elementary education might also do much to develop respect for the worth and dignity of all types of labor and provide a base for later vocational choice and planning.

The following suggestions in the area of occupational information are offered with the hope that they may serve to stimulate further investigation and experimentation by elementary school counselors.

Children View Work World

Children are continually learning and forming impressions about the activities which surround them. Their attitudes toward the world of work are already beginning to take shape when they enter school. The mother in her role as homemaker, the father or older sibling in the role of office or factory worker—each serves as a model to imitate or with whom to identify.

The child, however, makes his own evaluations of the vocational experiences about him. The grocer may be that "nice man" who offers cookies to little girls when they accompany their mothers or he may be that "awful man" who chases little boys when they loiter too close

to the apple stand. The policeman at the school corner may be regarded as a trusting friend who stops oncoming traffic so that children are able to cross the street safely or he may be the enemy to outwit, to escape, and to hide from.

In answer to questions regarding parental occupations, children usually answer that father works downtown, in an office, a factory, a mill, a department store, and so on, but not many children are able to describe the nature of the work in which their parents engage. Attitudes about work, however, are inculcated quite early in the home, often without parental awareness. The frustrations of unemployment, conflicts with one's supervisor, and the hazards of particular occupations color a child's feeling about the work of his parents.

Children express these feelings in the following statements. "I don't have money for the bank this week because my daddy is not working." "My mother's check from welfare hasn't come yet." "My daddy says that teachers don't earn enough money." "Our house is cold because the oilmen are on strike." "My mother is working again because daddy was fired from his job."

Early Biases are Few

Children seldom regard unskilled or semiskilled occupations as undesirable forms of labor. They admire the man who has just cleaned the walk in front of the school and

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they imitate the work of the sanitation department worker as he sprinkles and sweeps the street. They have as much praise for the classmate who completes an attractive potholder as for the classmate whose beautiful painting adorns the place of honor on the classroom wall. They are no more excited about interviewing the school principal, the school nurse, or the school doctor than they are about interviewing the lunchroom workers and the service people who deliver milk and food to the school. The bus driver or the train conductor are much more important people to them than is the local banker or the school superintendent.

The very games that children play suggest some identification with vocations that they see about them. "Doctor, lawyer, Indian Chief . . ." have served many generations as have the play kits of nurse, doctor, chemist, and the toy blocks of more recent years. It takes little effort to get children to talk about the work of the doctor, the nurse, the salesclerk, and the factory worker. They have little hesitation about indicating what they like or dislike about the activities to which these people are committed.

First Graders Study Work

Recently a first grade teacher in a graduate class entitled Educational and Vocational Opportunities described the following method that she had used in her classroom in order to have her pupils become more aware of the world of work. One of the legs from one of the toy chairs had broken off. After some discussion the children decided that they needed a carpenter to repair the chair. A unanimous "yes" went

up as the teacher asked whether they wished to play carpenter. The children decided that a pair of pliers, a saw, a hammer, and a long nail were needed. The necessary steps were listed on the blackboard: 1. remove the broken piece of wood, 2. cut a new piece of wood, 3. nail the new piece of wood onto the chair. With the list in hand the group went off to the wood working shop. The record of the work done was later discussed in class. John had pulled the old nail out with the pliers; Ben had sawed off the required piece of wood; Mary had handed the proper nail for Henry to hammer in. The children also talked about the qualities needed to perform a good job. They decided that they needed strong arms and hands to saw, hammer, and to pull out the old nail; good sense and a cautious approach were needed in order to use tools; good judgment was needed in order to select the proper nail and to know when to stop hammering so as not to break the wood.

The toy chair experience led to a discussion about other work activities of the carpenter. The class became so interested in "real work" that they began to talk about the occupations of their parents. Helen told the class about the various things that her mother did as a housekeeper. The children decided to play "doing housework" and asked Helen to play the role of her mother. As Helen dusted the room the teacher drew a picture of a woman on the blackboard. Each child observed the physical activity involved and colored a part of the blackboard picture that he felt was important to the job being done. Soon the children had colored the woman's eyes because

"she had to see what she was doing"; her arms and hands because "she needs them to sweep and dust"; her legs because "she needs to get around"; her waist because "she needs to bend." One of the children colored the top of the woman's head because "she needs brains to know what to do next"; and another colored her mouth because "if she is working for a lady she must tell her when she is finished." The completed blackboard picture was a riot of color.

The class has since "analyzed" the job of the milk monitors, the clean-up squad, and the work of Eleanor's mother who works in an office and must therefore "know her alphabet in order to file letters." The teacher ended her report to the graduate class by saying, "The children just love this kind of game. Frankly, I'm so excited myself that I find myself thinking up new ways all the time to present material about jobs related to what we are doing in class. I am certainly looking forward to developing materials for other classes when I am appointed School Counselor."

A Second Grade Project

In the same graduate class a second grade teacher discussed a three week unit on "What I would like to do when I grow up," in which her pupils had participated. She indicated that her major goals in this project had been to instill a respect for all types of work and for the children to understand how the various workers in the community served the children themselves.

First she had suggested that each child ask his parents to describe to him the nature of their work. As each child reported on his parents' occupations in class the other children asked questions and began to

explore ways in which the occupations contributed to the welfare of the people in the community. Finally the children selected one of the occupations as a class project. A story was written about the occupation and then several of the children acted out the work involved. Group discussions, oral reports by individual children, questions and answers, and the writing of the story were grouped under the language arts section of the curriculum by the teacher.

The children counted the number of different jobs that had been reported on and added the number of jobs that were represented in the school—teachers, principal, clerks, school nurse, physician, custodian, and so on, as well as other occupations in the community that had not been mentioned. Approximate weekly, monthly, and yearly wages for each occupation were apportioned in various amounts for food, rent, clothing, and the like. The teacher grouped these class activities under the mathematics section of her lesson plans.

The children in this particular class developed a newspaper in which they listed the occupations that had been discussed and a brief statement as to the nature of the work. Each child then indicated which one of the occupations he preferred and the reasons for his choice. The newspaper also included the children's explanations for selecting indoor or outdoor occupations and whether they liked to make things or whether they liked to read about things. The majority of the children stated that they liked to work with others on class projects but one boy wrote, "I like to make something by myself and then show it to the others." All of the children were eager to

read the newspaper and to talk about the particular occupation in which each was interested.

As the occupation project progressed, each child was asked to cut out pictures in newspapers and magazines that portrayed some phase of the occupations listed in the class newspaper. The children prepared attractive covers for the folders that contained pictures that they themselves had drawn. Finally, the children hung the folders on the classroom bulletin board, arranging the occupations as to whether the work was performed indoors or outdoors.

There was no status value attached to any one occupation that had been discussed. The chief lesson learned was that it did not matter what kind of work one engaged in as long as it was well done and contributed to the welfare of others. The determinates of later vocational adjustment had been planted—pride in workmanship and achievement and respect for the work of the other man.

4th Grade Teacher Reports

A fourth grade teacher described how she had related the study of occupations to the Social Studies Curriculum. For "Our Working City" unit the children in her class investigated the work of their parents in relation to the welfare of the community and to themselves. For the unit on "We Build Homes" the children discussed the work of the bricklayer, the carpenter, the plumber, the electrician, the painter, and others. The class visited a new housing development under construction and learned that the work of the man who dug the hole or shoveled the sand was as important to the completion of the housing project as the design of the

skilled architect. In the units on "Transportation" and "Who Works to Clothe Us" the children talked with the bus driver, the elevator operator in a local department store, and with sales clerks. They interviewed parents and neighbors regarding various types of work activities and finally arranged the following outline in their notebooks entitled "Investigating Jobs in Our Community."

1. How many different jobs are there?
2. How many people are employed in each job?
3. What is the nature of the work done?
4. Are different jobs declining or expanding?
5. Is it indoor or outdoor work?
6. Is the work seasonal?
7. What are the educational and training requirements? How long does it take to learn to do this kind of work?
8. How does one get a job of this kind?
9. How old must one be to get a job of this kind?
10. What are the physical requirements for the job?
11. How many hours a week does one work on the job?
12. Are there opportunities for advancement?
13. What are the weekly or monthly earnings?
14. Is union membership required? Why?
15. How much vacation time?
16. Is there health insurance and a retirement or pension plan for the workers?

The fourth grade teacher's evaluation of the occupation project was as follows: "It is not only what the children learned and talked about in class or during our field visits to different industries that is important. I believe that they also learned something about the value of work and the right attitudes toward work.

I hope to be able to do much more in this area when I become a School Counselor."

Seasons, Holidays, and Jobs

Columbus Day, Thanksgiving, Christmas, winter, summer, spring, fall. How many pots of paste and crayons and sheets of paper are used up by busy kindergarten and elementary school children to picture ships with sails for Columbus Day, plump yellow pumpkins for Thanksgiving, and bright shiny toys for Christmas! How many easels are spattered with paint to show the bright green and yellow of spring, the rich reds of fall, and the white star shaped flakes of winter!

Yet each holiday and each season of the year too can be related to what men do. Cotton, wool, and warm clothing are seasonal topics that involve the work of the farmer, sheep shearing, cotton mills. Toys for holidays are made and sold and delivered by men and women. Christmas cards are placed in mailboxes and picked up by postmen who take them to the postoffice so that other postmen can deliver them to homes. These and other work roles are easily dramatized through play activities in order to bring children closer to the ways of the world in which they live.

Along with knowledge of actual work performance, however, must come respect for the dignity of

every work effort. For it is the present elementary school child who will man the machines in an age of automation whose wonders are just beginning to touch the horizon of our economy.

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• • •

This thing called success
Consists, I have found,
In making mistakes
When no one's around.
—Stephen Schiltzer

• • •

Living costs no more than it used to, if you live as people used to.

Occupational Values and Counseling

by GEORGE W. HARROD and NORMA JEAN GRISWOLD

What impels the high school senior boy to select as his occupational choice the fields of medicine, engineering, or law? What are the compelling forces behind the high school girl and her desire to become an airline hostess, an actress, or a nurse?

Determinants of Choice

We cannot simply ignore such choices as being impractical or induced by the halo of glamour; or of being influenced by persons they have known who are engaged in such professions without first critically evaluating the reasons back of the selections. Rather, we must seek to discover the real basis of occupational values just as we seek the usual information about occupations and the counselee.

We shall first consider the values influencing the selection of an occupation and secondly, the factors influencing choices and values. As may be perceived, the two ideas presented above are mutually related with respect to values and neither can stand wholly alone.

The individual considers the selection of an occupation not only from the work aspects of the job, but he also considers the influence the occupation will have on his standing in the community, income

status, and the respect with which the job is held by society. Thus, the individual's occupation will have great implications upon his own life and that of his family and of society.

Some of the factors influencing the individual's choice of any occupation are personality, social status, attitudes, money, and security. Unconsciously or consciously, the individual will weigh the anticipated occupation against the values mentioned above as well as other possible values. In addition, his interpretation of the values will depend upon the above factors and his own specific interest in the occupation.

Individual, Group Values

Whether or not the individual puts into actual words his reasons for selecting a particular occupation, he does have some personal standards for the selection of an occupation. It may be, according to Wright C. Mills [5, p. 195-196] that the chief meaning of work for the white-collar person lies in income, status, and power. Each individual has some values by which he judges the desirability or undesirability of the occupation he is considering. The values differ with the individuals and individuals modify or change their values as they mature. A study by Rosenberg [6, p. 12] consisted of a survey of college students who indicated that they were concerned with more than just the "cash-register" value of their chosen work.

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This would tend to refute the supposition that young people are concerned primarily with the monetary reward that the job offers.

Perceptions of Values

Early Americans dared to push beyond the frontiers with reference to territory and ideas with little regard to risks and security. In many cases, they left positions and security to face the unknown. The experience of the 1930's has apparently brought about a change in this respect. The economic and job insecurity of that period have left their mark on the youth of today. The effect of the depression in the 1930's was to cause a development of a counterideology—a desire for *money* in order to insure *security*. This desire for money in order to obtain security can become a great force in formulating the occupational objectives of the youth in our present society. The alert counselor must understand this and use it as a frame of reference in assisting the individual in planning his work life.

Individuals planning to enter a particular occupation will undoubtedly vary in the values they associate with the occupation. According to Rosenberg [6, p. 16] people planning on entering the fields of architecture, art, journalism, or drama are most concerned with creativity or the use of their talents in their work. This group is closely followed by those desiring to enter the fields of natural science and social science. The fields most strongly de-emphasizing self-expression in work are the business occupations of sales-promotion, hotel management, and real estate finance.

In the same study, those who were people-orientated were planning to enter occupations of social

work, medicine, teaching, social science, and personnel work. The results would indicate that the values held by these students greatly influenced their choices of occupations. It is interesting to note that the value of monetary reward was not evident.

Other students have shown that there is a tendency to arrive at some level of consistency of choices of occupational values. Whether this is achieved through change of values or change of choice is not fully determined. However, Paul F. Lazarsfeld [3, p. 22] has presented a method analyzing such mutual interactions. Rosenberg [6, p. 22] found in his study of Cornell students that 57 per cent of the students selecting people-orientated values on both waves changed to people-orientated occupations while those who did not select this value composed 31 per cent of the population studied.

Values Versus Choice

Do values influence occupational choice or is it the other way around? Perhaps there is a mutual influencing force at work. In light of what has been given above we may assume that if a person wants something, he will look for the occupation that will provide that for which he is looking. On the other hand, does he look for the occupation and adjust his values to bring his desires in line with the demands of the occupation? Or does he want something, then act in order to achieve that which he wants?

If either of these assumptions is correct then we can further assume that his action is the influence of his set of values. Is it then possible that the opposite action may take place? Perhaps it is because the individual *wants* that he *has acted* to achieve.

In any case, we can approach the problem by two distinct paths. If the approach is the same as stated the end results will be the same, an occupation selected, but the underlying causes for the selection will be different.

Anticipatory Socialization

Another aspect to be considered is the influence the selection of an occupation will have on the student before he becomes a practicing member of the occupational group. Is it not possible that he begins to change his attitudes and outlook on life in order to provide agreement between this conduct and thinking and the values assigned the occupation? In other words, he begins to think and guide his actions by the values associated with the medical profession, the teaching profession, the engineering profession, or the ministry. He is incorporating into his "self-image" the concepts of his future occupational status—he is a future doctor, a future teacher, a future engineer, or a future minister.

This welding of thoughts, attitudes, acts, and values into his present life is what Merton [4, p. 24] has called *anticipatory socialization*. Rosenberg, in *Occupations and Values* aptly summarizes this interaction as follows:

Values are not only determinants of action, but are themselves determined by actions which are patterned on the basis of one's position in society. Both values and choices tend to determine one another, and both tend to change the direction of greater mutual consistency, thereby leading to reduction of conflict. [6, p. 24]

Influencing Factors

A recent study by Buford Steffle which was reported in *The*

Personnel and Guidance Journal [7: 434-438] presents an analysis of the interrelationships of rankings of occupations. The conclusion reached by Steffle was that high school students are unable to closely distinguish the various bases of social status which they grant to occupations, with the possible exception of "job freedom."

In the Cornell study by Rosenberg [6, p. 27] the students were conscious of the value of technical knowledge with respect to success in occupations but, on the other hand, they considered interpersonal skills of great importance. The ability to get along with people, to handle them, was considered to be of considerably more importance in contributing to occupational success than native talents or monetary resources.

Personality and Values

It is evident, on the face of it, that the value attached to interpersonal relationships is closely related to the selection of occupations. Those who choose the occupations of teaching, social work, and personnel must value interpersonal relationships rather highly while those who select sales-promotion, business finance, and engineering place less value on interpersonal relationships. [6, p. 27]

However, improbable as it is that "faith" in people will determine the selection of an occupation, it is possible that faith in people will make attractive certain occupations and other occupations repelling. Thus, the value of interpersonal relationships can work toward influencing a decision for or against the occupation.

Personality factors in relation to occupational choice has been the subject of a number of investigations but up to the present time the

degree to which personality influences occupational choices has not been determined. It can be conjectured that a person who is emotionally insecure seeks an occupation that will offer security.

Ginsberg, with tongue in cheek, quotes the Freudian psychologist, Ernest Jones, to the effect that "a child who has conquered a sadistic love of cruelty may, when he grows up, be a successful butcher or a distinguished surgeon." Gregorn Zilboorg tells of a father who spent a great deal of time in regulating the bowel movements of his children. He later became a successful businessman dealing in bathroom and toilet fixtures. [6, p. 37]

The truly satisfactory occupational choice can be made only as the individual can find an adequate outlet for his emotional needs. In groping for these outlets he must, in the process, make some evaluation of his own personal resources in terms of the real situation. This process involves both objective and subjective analysis. The simpler matter of choosing, which is sometimes not so simple, points up the factors of pride, self-esteem, and competitiveness.

The influence of identification is present in some degree in the occupational choice of adolescents. The individual is identifying when he accepts advice or is influenced in his choice by some other person.

Identification and Choice

Ginsberg and associates [2, p. 195-196] stated that the role played by identification in the occupational choice process can be illuminated by considering it at three different periods of time; the first period of fantasy choice; the second period of transition from fantasy to tentative choice; and the third a transition from tentative to realistic

choice. As the child progresses emotionally through the three stages he tends to identify himself, with respect to an occupation, to some particular person in each stage.

Through identification, various complex factors and values begin to emerge. The individual from the well-to-do family begins to recognize the meaning of social and economic status at about the ages of 14 to 16. The children from low income families decide against the occupation of their fathers because their parents have impressed upon them the undesirability of their type of work. In effect, at some point in the life of the individual, they assume the values their parents have developed toward occupations. Thus, identification may have a positive or negative effect with respect to the occupational status of the father.

Many college students find themselves floundering in a curriculum in which they cannot hope to succeed simply because they have identified themselves with their father's or someone else's occupation and are not suited to the occupation either by interest or aptitude.

Attitudes Toward People

Ginsberg and associates [2, p. 195-196] stated that the role played by identification in the occupational choice process can be illuminated by considering it at three different periods of time; the first period of fantasy choice; the second period of transition from fantasy to tentative choice; and the third a transition from tentative to realistic

choice. As the child progresses emotionally through the three stages he tends to identify himself, with respect to an occupation, to some particular person in each stage.

The individual who wishes little to do with others will seek out occupations that will prove most satisfying to him.

Then, in general, it is not surprising that this relationship will have a great influence upon his occupational values and occupational choices.

Social Determinants

What are some of the social determinants of occupational choices and values? There is a relationship between sex and the types of values of occupational choices made. Men and women tend to differ radically in their choices and values assigned to occupations. The consistency of choice is also related to sex. Careers play a more important part in the life of men than they do in the lives of women. This, in part, is due to the fact that men expect to spend the major part of their lives at work while women are looking forward to family relationships. Not only is there a divergence in occupational expectations of men from that of women but there is also a great difference in values. Relatively speaking, women are people-orientated and men are extrinsic reward-orientated.

What about the expectations and values of "career-women?" Rosenberg [6, p. 50] found that career-orientated women possessed occupational values almost identical to that of career-orientated men. Therefore, we can state, on the basis of this study, that men and women have different occupational values with the exception of career-women and career-men and they have values that are very much the same. In other words, these career-orientated women have assumed a male attitude toward their occupational choice.

Economic Influences

What is the influence of family economic position upon the occupational values of the individual? It is a fundamental element of the American way of life that every man should have an equal opportunity to climb up the economic ladder regardless of his background. This opiate persists although there is ample evidence that wealth and social position provide advantages that would make equal opportunity practically impossible. Economic position of the family also exerts its influence on the expectations of the children from such families. The individuals from the lower income families, on the whole, expect to earn much less than those from families of higher incomes. Thus, the economic level of the family will influence the occupational values of the children.

Stability of Choice

The stability of occupational choice is a factor that the counselor should consider whenever he is dealing with young people. The young person in college still may be groping his way about in the world of occupations in an attempt to find that occupation which matches his interests, aptitudes, and values. Therefore, it is to be expected that during the first two years of college, particularly, he may make a number of changes in his occupational choice.

What are some of the factors that appear to influence this changeability of choices? A seemingly obvious one, length of training, has little to do in changing occupational choices. The smallest amount of turnover is experienced in those fields where intensive specialized training is started at the undergraduate level. The highest

turnover is in those fields where relatively little specialization is required.

Specialization can be considered as an important factor in the ultimate crystallization of occupational choice. In other words, if the individual has involved himself and his money in preparation for an occupation he is less likely to make a change than the individual who has made an occupational choice without such involvement. He has, so to speak, anchored his choice to specific courses and interpersonal involvement with others in the same occupational pursuit. We can assume, then, that the selection of an occupation that requires a high degree of specialization will to a great extent preclude a change in choice of occupation.

Changes with Maturity

What effect does maturity have on the flow toward culturally standard occupations? Is there evidence that as individuals grow older they are more inclined to replace less feasible romantic choices with more customary occupations of business and homemaking? Rosenberg, in surveyed students at Cornell found:

These data suggest that there may be some tendency for students, as they mature, to move toward more customary occupations of business and homemaking. Whether this involves a process of disenchantment with either more glamorous fields, a reluctant resignation to reality, or a positive embracing of new social roles, are questions requiring more intensive analysis. It seems likely in any case that certain pressures are operating to produce greater agreement between the aspirations of young people, on the one hand, and the needs of society on the other. [6, p. 67]

Adjustment and Contribution

What are the chances of the student making a positive contribution to society in his work, finding satisfaction in it, and making the necessary adjustments without too great a conflict between his occupational values and the occupation selected?

The first fact to be noted is that the students are relatively free to make their occupational choices. This does not mean that the individual does not meet difficulties along the way and must make proper adjustments. In event the chosen occupation conflicts with accepted values, modification of values must be made or changes made in the occupational goal. A responsibility of the counselor at this point is to assist in the necessary changes so that undue conflicts are not forced upon the individual but rather that a smooth transition from one choice to another is made or that the occupational values are modified to keep them in line with the selected occupation.

A second factor is that of finding an outlet for the productive values of the student. The student asks with increasing emphasis how he can make use of his special abilities and aptitudes. The counselor must be conscious of this concern on the part of the student and realize that an individual engaged in an occupation which utilizes special abilities and aptitudes stands a better chance of making worthwhile contributions to society and at the same time makes a better adjustment to his job.

A third factor that deserves consideration is the change from the role of student to that of an occupational incumbent. This is a period of awareness in which the student

in the process of preparation thinks of himself as a doctor, lawyer, or teacher. If the student correctly learns the attitudes, values, and behaviors required of him in the selected occupation, then the transition from student to incumbent is made much easier.

What are the implications for the counseling processes? The counselor should be concerned with all the factors involving the selection of an occupation by the individual he is attempting to assist. He must be able to present to the counselee as much factual information as is available concerning the interests, aptitudes, and values of the counselee to be studied along with the opportunities and requirements of the different occupations.

In this process, values are among the most important and most difficult to deal with elements.

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Women's Life Span and Learning

The *Span of a Woman's Life and Learning*, a new policy statement by the Commission on the Education of Women of the American Council of Education, is available without charge from the above organization at 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

It reports that "Women in the United States are prevented by 'special deterrents' from attaining the educational level of men, and something should be done about it. Among these disadvantages are the inadequacy of current methods of meeting financial needs and the shortage of living quarters for women students. Also when parents must choose between higher education for a son or a daughter, the son's education is considered more necessary and useful than that of a daughter."

"It is that most young people have not been informed that the role of homemaker can well be combined with other creative endeavors and responsibilities. Many have not been convinced that in modern life only such a combination of efforts will give their lives full satisfaction . . ."

"Many have not been informed that major responsibilities in bearing and rearing children under modern conditions may consume less than a decade in a woman's life. Statistics show that the average girl who graduates from college today will probably work outside her home for approximately 25 years."

Current Occupational Literature

by GUIDANCE INFORMATION REVIEW SERVICE



MEMBERS of the Guidance Information Review Service are: Wilma Bennett, Edgewood Freshman High School, California; John O. Crites, State University of Iowa; William E. Hopke, Florida State University; Ward Leis, Pasadena City Schools; Harold Munson, Rochester University; Willa Norris, Michigan State University; Robert M. Wright, Northeast Missouri State Teachers College; Richard M. Rundquist (chairman), University of Kansas.

Subject headings have been adapted, with permission of the author, from *Occupations Filing Plan*, Wilma Bennett, 1958, Sterling Powers Publishing Co., 748 S. Paseo St., Covina, California.

Each item listed has been classified and coded in accordance with the following system:

Type of Publication

- A—Career fiction
- B—Biography
- C—Occupational monograph
- D—Occupational brief
- E—Occupational abstract

- F—Occupational guide
- G—Job series
- H—Business and industrial descriptive literature
- I—Occupational or industrial description
- J—Recruitment literature
- K—Poster or chart
- L—Article or reprint
- M—Community Survey, economic report, job analysis
- N—Other



Recommendation

1. Highly recommended (maximum adherence to NVGA Standards).
2. Recommended (general adherence to NVGA Standards).
3. Useful (while because limited in scope it does not meet NVGA Standards, contains authentic, objective, timely, and helpful information).

ACCOUNTING

Accountancy As A Career Field, George A. Spaulding, National Association And Council of Business Schools, No Date, 16 pp. 15¢, J-3.

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by PETER P. HALE

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PETER P. HALE is a Counseling Psychologist with the Veterans Administration, Regional Office, Pittsfield, Pennsylvania.

Counselor's Foreign Languages Guide

BULLETIN 1960, No. 20, *Modern Languages: A Counselor's Guide* is a 67-page U. S. Office of Education publication offered as a service of the Science, Mathematics, and Foreign Language Section under Title III in collaboration with the Guidance, Counseling, and Testing Section under Title V, National Defense Education Act of 1958.

The first 25 pages discuss these topics: why study a foreign language, who should study a foreign language, when to begin modern foreign language study, how long to study modern foreign languages, which language to study, prediction success in the study of a foreign language, how to develop communication skills, opportunities for out-of-school practice, vocational opportunities for persons with language competencies, and college entrance and degree requirements in foreign language.

Appendixes and references, including foreign language entrance and degree requirements for B.A. and B.S. degrees, make up the remaining 42 pages.

The bulletin is available from the U. S. Government Printing Office, Washington 25, D. C., for 30¢ per copy.

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